

**IMPROVING THE SPEAKING SKILLS OF THE VIII GRADE
STUDENTS OF SMP N 3 MERTOYUDAN THROUGH COMIC STRIPS
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Submitted as Partial Fulfillment to the Requirements for the Attainment of the
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**IMPROVING THE SPEAKING SKILLS OF THE VIII GRADE
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A THESIS



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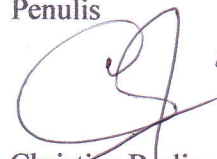
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 9 Januari 2014

Penulis



Christina Berlian F

MOTTOS

*“Turn your wounds into wisdom”
(Oprah Winfrey)*

*Truly, my prayer and my sacrifice, my life and my
death, are (all) for Alloh, the cherisher of the world
(Al-An'am: 162)*

“CONCEIVE – BELIEVE – ACHIEVE”

“Try? There is no Try! Do – or Do Not!”

*“History Never Repeats-Create Your Own”
(Unknown)*

DEDICATIONS

In the name of Allah, I fully dedicate my thesis to:

*My beloved father and mother
(Mr. H. Mindarso and Mrs. L. Ambarwati)
for their prayer, support and endless love.*

*My Beloved sister
(DispinaPermataArufianti)
for being lovely sister, and always brightening my days.*

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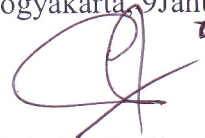
I would like to express my highest gratitude to Allah SWT, the Almighty and the most Merciful who gives me strength and patience so that I am able to finish this final project. I also believe that the completion of this thesis would not have been possible without the support of many people. Sincerely I really appreciate and address my gratitude to the following parties:

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**By Christina Berlian F
07202244027**

ABSTRACT

This research is aimed at improving grade VIII students' speaking skills by using comic strips in SMP N 3 Mertoyudan in the academic year of 2013/ 2014.

This research was action research which was conducted in two cycles. Each cycle consisted of two meetings. The steps of this research were reconnaissance, planning, conducting action, observation, and reflection. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, and taking pictures of the teaching and learning process.

The results of the study are as follows. Firstly, there were some improvements on students' fluency, grammatical accuracy, pronunciation accuracy, and vocabulary after implementing the use of comic strips in the both cycles. In term of students' fluency, the total score improved from 101 or 69.65% to 118 or 81.83%. In addition, there were improvements of the students' grammatical accuracy from 87 or 60% to 116 or 80%. After conducting both cycles, the students' pronunciation accuracy improved from 93 or 64.14% to 119 or 82.07%.The improvement was also achieved by the students from 99 or 68.27% to 119 or 82.07% in term of vocabulary mastery. Furthermore, most of the students showed their willingness and motivation in the speaking practices. It was proved by the students' involvement in the speaking learning process. They could voluntarily answer the teacher's questions and perform their speaking. Secondly, an improvement on the students' speaking ability was also obtained by the researcher's assessment on cycle 1 and cycle 2. The different results between the speaking test in cycle 1 and the speaking test in cycle 2 showed that the students got an improvement related to their speaking skill. There was an improvement on students' speaking skill as displayed in the increase of the mean score from **13.1** (cycle 1) to **16.17** (cycle 2).

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language that mostly used in many countries. As international language, it has important role in many aspects of human life. People in the world use English to communicate in the field of business, technology, economics, tourism, and so on. Crystal (in Lee Mckey 2000:7) says that English is rapidly assuming the role of a world language, and no other language has spread around the globe so extensively, making English a truly international language. Thus, the mastery of English is a requisite for a nation to communicate with other nations.

English, as a foreign language, has become one of the compulsory subjects in junior high school in Indonesia. One of the language skills that must be mastered by foreign language learners is speaking. Junior high school is considered the proper level to make the students familiar with English. In order to make the students easy to understand English, the material given to junior high school students must be organized from the easy one to the difficult one. It is not easy to teach English in junior high school. It is necessary for the teacher to know about the junior high school students' characteristics as teenagers and to notice their needs in order to make the teaching-learning process effectively done.

Based on the national curriculum, English teaching has to cover four main skills in an equal portion. In fact, most Indonesian English teachers focus more on the reading and writing skills, and less on oral skills, speaking and listening. Moreover, the students can practice listening, reading, and writing skills in their home. Supporting this, based on an observation done by the researcher in SMPN 3 Mertoyudan, it was found that the students had less opportunity to practice speaking in English when they were inside and outside the classroom. Besides, the speaking activities were less communicative because the teacher gave many theories to the students without giving chance to them to practice language. In addition, the teaching and the learning process seemed to be teacher-centered since the teacher always explained the materials and the students only listened to her.

It was also found based on the observation in SMPN 3 Mertoyudan, that most of the students tended to be shy and reluctant to speak English. When the students were asked to practice or to perform their speaking ability in front of the class, they refused it. They were afraid of making mistakes. In addition, during the English lesson, they tended to use mother tongue or Indonesian rather than English, so they did not practice English they have learnt. Therefore, their speaking ability was still poor. They could not speak fluently and accurately. They made many mispronunciations. However, the teachers did not correct the students' mispronunciation.

The activities during the English lesson in SMPN 3 Mertoyudan were bored and less interactive. There were only some students who were actively

involved in the English lesson, especially in the speaking lesson. Most of the students were not interested in the learning-teaching process. It could be seen from their behaviors in the classroom when the teaching-learning process was in progress. They were still noisy all the time and did not pay attention to the teacher's explanation. The English subject was taught in conventional method. There were few activities which could attract students' attention. The teachers mostly used individual practice so that the interaction between students was very limited. The activities in the classroom were dominated by the teacher's explanation. Moreover the teacher seldom used pictures, cards or other media that can be used as additional teaching resources in the class. The teacher only used the English book suggested by the government and the student's worksheet.

From the problems found in SMPN 3 Mertoyudan, this research attempts to solve those problems by offering the use of creative media to improve students' speaking ability. This research uses comic strips as a media to improve their speaking ability. Oller as cited in Csabay (2006:24) says that comic strips can help the students to deal with spoken and even informal language. This research chooses comic strips as the media for teaching speaking because it can be used as devices to stimulate conversations. Comic strips also provide gestures and the body language of the character so that it can help the students to speak. By using comic strips, the students are more interested in the teaching and learning process. It can make the students focus on the teaching and learning better.

B. Identification of the Problems

Based on the background of the study, there are many problems that can be identified. The problems come from the students, the teacher, and also the activities and the media.

The first problem was related to the teacher. This problem focused on the English teacher's teaching techniques. A good teacher should ensure that her teaching techniques are appropriate for the children. One of the causes of failure in teaching English is that the teacher still teaches with the routine activities without considering that it made the students bored and lost their attention to the teaching-learning process. The teacher seldom uses interactive teaching techniques, such as games or group works. She mostly uses individual practice that make the students feel bored of the lesson. She mostly focused on the students' writing and reading skill and she seldom give speaking practice so far. When giving speaking practice she tends to use conversations in the textbook and the students are asked to practice. She tends to explain the materials very fast and very short. So that the students could not get the meaning well. As a result, the students were not beable to follow the lesson well because they lose their interest. Moreover the class size is also a source of problems. It was difficult for the teacher to manage and control the class due tothe number of students which is very large. That also makes it difficult for the teacher to implement the individual control for each student. So,she could not evaluate each student's competence.

The second problem came from the students. Generally, the students of SMP 3 Mertoyudan have low speaking ability. The students consider English as a difficult subject and speaking is one of the difficult skills to be acquired. Most of them are not actively engaged in the speaking lesson. During the lesson they use Bahasa Indonesia instead of English. Meanwhile, when they spoke English, they are still interfered with the rule of Bahasa Indonesia, so that their speaking is not fluent and accurate. Most of the students are reluctant to speak English or to perform a conversation. Then they also lack of English vocabulary so that they do not know the meaning of English words and sentences. When they are asked to speak English, they cannot pronounce the word appropriately.

The third problem came from the activities. The activities implemented by the teacher sometimes not interactive. She mostly used individual practice so that the interaction between student is very limited. The activities during the English teaching and learning process seemed monotonous so the students would get bored and not interested in classroom activities. They are really not interested in monotonous or routine activity done by the teacher.

And the last problem comes from the media. The media is rarely used to make the students interested in joining the lesson. The media such as pictures, cards, comic strips or other media that could be used as additional teaching resources in the class is not appropriately used. Mostly, the teacher puts their hand down to the government's book and the student's worksheet.

In fact, media play important role in English teaching and learning process since it is needed to reach the objective of the learning that is to create real communication atmosphere in the classroom. Media, especially comic strips, is very useful to improve students' involvement in speaking activities because the students are mostly asked to work in pairs or in groups. Therefore, this research tries to implement these media in the speaking teaching and learning process in order to improve the students' speaking ability and involvement.

C. Limitation of the Problem

Referring to the identification of the problem above, it is possible for the research to solve the problem related to student's speaking skill. The researcher decided to apply comic strips as the media to improve the students' speaking skill because comic strips as the media can play important role in English teaching and learning process to be used as devices to stimulate conversations and to improve students' involvement in speaking activities. Therefore, this study only focused on the use of media to improve the students' speaking skill. Due to the limitation of time, fund etc., this study was limited to the use of comic strips to improve the speaking ability of grade VIII students' at SMP N 3 Mertoyudan.

D. Formulation of the Problem

Based on the limitation of the problem above, the research question is formulated as follows: How can comic strips be implemented to improve the

teaching and learning process of speaking for Grade VIII students of SMP N 3 Mertoyudan.

E. Objective of the Study

The research is aimed to improve the teaching and learning process of speaking for Grade VIII students of SMP N 3 Mertoyudan using comic strips.

F. Significance of the Study

This study is expected to have significant benefit to the parties as follows:

1. For the English Teachers in SMP N 3 Mertoyudan

The research can be used as a source of information about ways to improve the students' speaking ability.

2. For the Students

It is expected that the students have better learning experience after the teachers apply the ways to give improvements as written in this study.

3. For other Researchers

This study is expected to be the starting point of further research on language teaching and learning. Other research, the research can give knowledge of how to improve students' speaking ability.

CHAPTER II

LITERATURE REVIEW

This study aims to improve the speaking skills of the second grade students of SMP N 3 Mertoyudan using comic strips. To support the understanding of the problems formulated in Chapter 1, some theories that are related to the concepts of speaking skills and comic strips are reviewed. This chapter presents some relevant research studies. Once those theories have been presented, a conceptual framework is drawn for this study.

A. Literature Review

1. English as Foreign Language

People can communicate with others by using language. Language is a means of communication in which people express their feelings, ideas, opinion and desires. In line with this, Brown states that language is able to create communications among members of a community because language is a system of arbitrary conventionalized vocal, written, or gestural (Brown, 2000:5). Based on this statement, it is known that people can communicate with others by using vocal, written or gestural which are expressed through language.

English is an international language which is used broadly in the world. It has function as means of communication means so that people from different

nations can interact and communicate each other. That is why English is crucial to learn. The importance in learning English in learning is highlighted by some experts, such as Harmer and Brown. Harmer (1992: 1-2) on his book says that in many countries, most of the students learn English as their foreign language. As a result, they have to learn English in a formal education, because the urgency to learn English is stated in the school curriculum. To get advancement in professional lives in this globalization area, some people also want to study English because English has become an international language that is necessary to learn. Brown (2001: 116) states that English is taught in some countries such as Egypt, Japan and Venezuela, in which English is not major language of commerce and education. It means that English is as foreign language in those countries. In addition, English is accessible in language clubs, special media opportunities, books, or an occasional tourist, but they have to make efforts to get opportunities to learn English. From the theories above it can be concluded that English as foreign language means language is not normally used for communication in daily life.

2. Teaching English as Foreign Language

Teaching and learning processes are two things which complete each other. According to Brown (2000: 7), teaching and learning cannot be defined separately. Teaching is an activity which involves guiding, facilitating learning, enabling the learner to learn, and setting the condition for learning. Furthermore,

teaching is an activity for helping someone to learn, giving instruction, guiding to study something and providing with knowledge. Also, it is stated that teaching can be a guide the learners to acquire a new knowledge, skills or attitude. In accordance with that, Tomlinson (1998: 3) defines teaching as anything which is done to facilitate the learning process by the teacher. There are two ways in doing teaching as stated by Tomlinson; they are direct teaching and indirect teaching. Direct teaching is a teaching process in which teachers do transmitting materials to the students as the receivers of the materials. Meanwhile, indirect teaching, the teacher lets, guides and helps the students to learn and discover things or knowledge for themselves.

In teaching English for foreign language, it is important for the teacher to provide effective classroom activities, media or teaching technique in learning language to get the objectives of the study. As stated by Cameron, because of the lack of opportunities in using English outside classroom even in daily life, the teacher is responsible to provide media and opportunities for the students to learn the language through classroom activities (Cameron, 2001: 11-12). Therefore, teaching English means anything done by the teacher to facilitate the students to learn English. In line with her, Brown (2001: 116) states that teaching English as foreign language is a teaching process of English in which students do not use English or the students use their mother tongue outside their classroom to communicate with others in their daily activities. In addition, Madya (2000: 1)

states that TEFL means that English which has foreign language status in a country which is taught to the students and it is not used for daily communication. Through this definition, it is clear that teaching English in some countries, for example in Indonesia, is regarded as teaching English as foreign language because English is not spoken by its people in informal and or daily communication and only spoken by people in other countries.

B. Speaking Skills

This chapter discusses some relevant theories which are related to speaking skills. In this discussion, nine important points are presented. Those are speaking definition, speaking ability, types of spoken language, characteristics of spoken language, micro and macro skills in speaking, types of classroom speaking performance, language features in speaking, classroom speaking activities, and teaching speaking to junior high school students.

1. Speaking Definition

The definitions of speaking are variously stated by some experts. Hornby (1995: 1140) states that speaking means an activity to knowing and being able to use expressions in a particular or target language which is learnt. In addition, Harmer (2001: 269) states that speaking is not only the ability to speak fluently with appropriate language features, but also the ability to express messages properly of information and language that is learnt. Moreover, the other expert,

Spratt, argues that speaking involves speakers to use utterances to create speech to express meanings and communicate messages to other people (Spratt, et.al, 2005: 34). Based on these definitions, it can be concluded that the students should be able to communicate the message using correct expressions and language features in their speaking skill.

Some people think that if they want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is not all about pronouncing words but speaking is more than it. Supporting this statement, Harmer (2007: 56) states that there are different genres and situations which exist as the context of speaking by the speakers of English who have to be able communicate any message in order to be understood by other people. Therefore, it can be stated that the main purpose of speaking is to deliver and communicate a message understandably to others not only paying attention to the pronunciation, but also dealing with the language functions and language features.

There are some genres as the context in speaking. As stated by Thornbury (2005: 14), there are four speaking genres; they are interactive, non-interactive, planned and unplanned. The example of interactive speaking happens when people buy food at a shop. Meanwhile, the example of non-interactive happens when people leave a written message, such as memo, sms, or email. It can be

categorized as non-interactive speaking because there is no interaction directly among the people. The examples of planned speaking genre are such as lecture, sermon and speech. Moreover, the unplanned speaking happens when people meet and do a conversation with somebody in the street.

2. Speaking Ability

Lado (1961 as cited in Ariandriani 2001: 10-11) defines speaking ability is the ability to express feelings in any situations, or the ability to express a sequence of ideas grammatically correct using appropriate words. Furthermore, he adds that the speaking ability is influenced by the use of the signaling system of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language in daily communication at a normal rate in speaking.

There are two main aspects of speaking skills as stated by Nunan (1999); for instances are accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. Then, fluency means the ability to keep their speaking in spontaneous contexts. However, it doesn't mean that the speaker has to speak so fast because speaking too fast is not always understandable, so sometimes pausing is important in speaking. Because speaking is important to learn in this language development by the students (Lince and Nunan, 2005: 47), Nunan (1999) enlightens that pausing in speaking in an aspect of fluency which may be needed but it should not be

used in frequent times. Moreover, when the speaker speaks fluently, they should be able to get and communicate the message with any resources and abilities they have got although the speakers make any grammatical and other mistakes in speaking.

The discussion above concludes that speaking ability is always related to communicating meaning of messages or expressions understandably and correctly using grammar, vocabularies and pronunciation. Also, speaking ability itself can be stated as the ability to use the language accurately to express meaning in order to transfer knowledge and information from among people in the whole life situation.

3. Types of Spoken Language

There are two primary types of spoken language presented by Brown (2001: 251), those are monologue and dialogue. In monologue, one speaker speaks or uses spoken language in communicating meanings for any length of time without any interruption by the hearer. The hearer must comprehend what the speaker says through the monologue. This type of spoken language is categorized into two subtypes. Those are planned and unplanned monologue. Planned monologues are usually difficult to comprehend because the planned monologue provides more complicated words but it is less of redundancy. Unplanned monologues provides more redundancy, which can make problems in comprehending the meanings, but the presence of speaking using unplanned

monologue will make hearer easily comprehend or even make the hearer difficultly comprehend the meanings.

Furthermore, dialogue which consists of two or more speakers can be divided into those exchanges that promote social relationships (interpersonal). The purpose is to convey proportional or factual information (transactional). Those subcategories are classified further into unfamiliar and familiar categories. Moreover, speakers may have a good knowledge related to background information and schemata. Therefore the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other underlying meanings. In other words, with the unfamiliarity of the interlocutors, references and meanings have to be made more explicit to ensure effective comprehension. The types of oral language by Brown (2001: 251) are presented in the figure below.

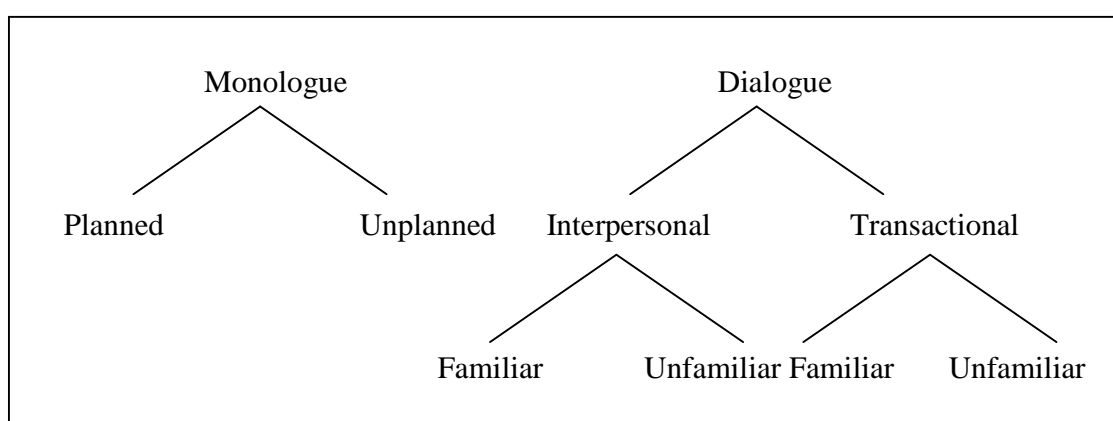


Table 1: Types of Spoken Language by Brown (2001: 251)

4. Characteristic of Spoken Language

There are some characteristic of spoken language by Brown (2001: 270-271) which suggests some characteristics of spoken language which can make oral performance easy as well as, in some cases, difficult. Those characteristics are presented below:

1. Clustering deals with the way of the speaker organize their output both cognitively and physically (in breath groups) through such clustering.
2. Redundancy deals with the way the speaker has opportunity to make meaning clearer through the redundancy of language by capitalizing on this feature of spoken language.
3. Reduced forms refer to contractions, elisions, reduced vowels, etc; all form special problems in teaching spoken English.
4. Performance variables deal with a certain number of performance hesitation, pauses, backtracking, and corrections which appear during the process of thinking as the speaker speaks. In this case, learners can actually be taught how to pause and hesitate.
5. The teacher should also make sure that the students are well acquainted with the words, idiom, and phrases of colloquial language and that the students get practice in producing these forms.
6. Rate of delivery refers to an acceptable speed along with other attributes of fluency should be achieved by students.
7. Stress, rhythm, and intonation which are the most important characteristics of English pronunciation convey important messages.
8. Interaction, is the important thing that should be considered related to interaction is that learning to produce waves of language in a vacuum without interlocutors would inhibit speaking skill from it richest component: the creativity of conversational negotiation.

From those characteristics of spoken language, it can be concluded that those characteristics sometimes can make the process of speech difficult for the students. As a result, students have to pay attention to those characteristics to be able to communicate actively so that the students can improve their speaking

skill. To improve students' speaking skill, the teaching and learning process of speaking needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of speaking skill well based on their student's needs, ability and capacity.

5. Micro and Macro skills of Speaking

In teaching and learning of speaking, teachers always deal with the macro and micro skills of Speaking. Based on what Brown (2003:142-143) has stated on his book, it is known that that micro skills deal with producing the smaller elements of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills which are achieved from the speaker's focus on the larger elements of language such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Those macro and micro skills of speaking by Brown (2001:272) are presented on the table below.

Table 2. Micro and Macro skills of oral communication (Brown 2001:272)

<p>Micro skills</p> <ol style="list-style-type: none"> 1. Produce chunks of language of different lengths. 2. Orally produce differences among the English phonemes and allophonic variants. 3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. 4. Produce reduced forms of words and phrases. 5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes. 6. Produce fluent speech at different rates of delivery. 7. Monitor your oral production and use various strategic devices — pauses, fillers, self-correction, back tracking — to enhance the clarity of the message.
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8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, plural), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent — in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

Macro skills

1. Accomplish appropriately communicative functions according to situations, participations, and goals.
2. Use appropriate registers, implicates, pragmatic conventions, and the other sociolinguistic features in face-to-face conversations.
3. Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
4. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately for assessing how well your interlocutor are understanding you.

By having knowledge of macro and micro skill in oral communication, it is known that there are sixteen different objectives to asses in speaking through both macro and micro skills. To produce comprehensible and grammatically correct oral communication, the students need to be stimulated in expressing ideas and to be guided in their speaking. Besides, the teaching and learning process of speaking also need to be maintained by providing them qualified and understandable inputs.

6. Types of Classroom Speaking Performance

In teaching and learning of speaking, teachers always deal with classroom activities of speaking. In creating speaking activities, teachers must consider and

refer to types of classroom speaking performance. Regarding to this, Brown (2001: 270), proposes five types of classroom speaking performance. Those are follows:

a. Imitative

This type is merely imitating ability. It means that the ability on this type is to simply imitate a word or phrase or possibly a sentence. This type demands the students to focus on phonetic level of oral production; they are a number of prosodic, lexical, and grammatical properties of language.

b. Intensive

This second type of speaking is frequently used as an assessment to assess the production of short stretches of oral language. The assessment using this type of speaking are designed to demonstrate competence in focusing on a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture). In addition, the examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to the simple sentence level.

c. Responsive

This responsive assessment tasks include interaction and test comprehension but the speaking level on this type employs the use of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

Similar to the responsive type, this type also includes interaction to perform. The difference between responsive and interactive speaking lies on the length and complexity of the interaction. This interaction on this type sometimes includes multiple exchanges and/ or multiple participants. Also, interaction can take the two forms of transactional language, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversations.

e. Extensive (monologue)

This extensive oral production tasks include speeches, oral presentations, and story-telling. The oral interaction from listeners is limited because this type of speaking is in the form of monologue which has been planned by the speakers. Language style is deliberately and formally planned by the speakers. However, there is no rule which is

carried out for certain informal monologues such as casually delivered speech.

By concerning to the types of speaking performance, the teachers are expected to create effective classroom activities especially in teaching and learning process of speaking. Determining the type of speaking activities should be based on the students' needs, level and competence. This effort should be done to generate appropriate speaking classroom activities that can assist the students in learning speaking optimally.

7. Language Features in Speaking

The knowledge of language elements in speaking must be had by teachers in constructing teaching and learning process of speaking. As the reference for the teachers, Harmer (2001: 269) points out four language elements in speaking. Those are described as follows:

a. Connected speech

In term of connected speech, the speakers of English need to be able to produce the individual phonemes and use fluent connected speech. In connected speech, sounds are modified (assimilation), omitted (elision), added (linking) or weakened (through contractions and stress patterning).

b. Expressive devices

Native speaker of English use devices in speaking such as pitch, stress, volume, speed, and other physical and non-verbal. These devices are used to

communicate meanings by showing extra-expression of emotion and intensity when they speak. As the foreign learners in learning English as the target language, it is better for the students to use these supra segmental features create effective communications.

c. Lexis and grammar

The teacher should provide inputs such as a variety of phrases for different functions which involve students in the speaking context. As the result, they can produce at various stages of an interaction.

d. Negotiation Language

This element of speaking creates an effective speaking which benefits from the negotiators of the language used to obtain clarification and to show the structure of what the speakers are saying.

Through the elements or features of speaking, the students' performance in speaking can be assessed based on indicators that represent each element as stated in the standard of competence and the basic competencies in learning English as the foreign language.

8. Classroom Speaking Activities

There are many kinds of communicative activities that can be implemented in the teaching and learning process of speaking. The teacher should select those activities based on the students' needs and ability to carry out

effective teaching and learning process of speaking. In accordance to this, (Harmer, 2001:271-274) states the classroom activities as follows:

a. Acting from script

By implementing acting from script, students are asked to act out scenes that have been already available in their course book or dialogue that they have written themselves. Acting out from scripts is both a language learning and a language producing activity.

b. Communicating games

A game is one of activities that can help students relaxed in learning English. This technique is particularly proper for the students in certain levels in mastering the language. The games are designed to provoke communication between students, because the students has to talk to a partner to solve a puzzle, draw a picture, puts the things in right order, and differences between picture.

c. Discussion

To encourage the students to speak is providing activities which force the students in expressing the ideas through the topic which is familiar with student's world. For instance, the topics can be daily activities and the situation of their class. This effort is done to avoid the problem that the students are reluctant to give opinion in front of their friends particularly when the students are not mastering vocabularies.

d. Problem solving

This technique uses material to be discussed by the students in pairs or groups. Through this activity, the students are hoped to share their problem, opinion and feeling. In this case the teacher roles as the bridge to communicate among the students. Then, the students give a question and answer to each other. In addition, this communication will help the students practicing and expressing their ideas in spoken language.

e. Role Play

Using simulations or role plays is a popular way of the aspect of speaking activities. This is where students pretend that they are in a different situation; either acting as themselves or playing the role of someone who is quite different. For example, we could ask the students to be guests at some parties and go there as different characters. Also, they could, as themselves, pretend to be at an airport trying to check luggage, or either as themselves or another character take part in a television program. In all these cases the students can use the target language in order to participate in speaking through role play. Some students find it very comfortable to use language in a simulated environment, playing the role of someone else. It allows them to experiment freely to be another people in learning English.

Those discussed activities can be used by teacher to teach speaking. Teachers can choose one of those activities that is related to the topic and

objective of the lesson. Every activity has some disadvantages. If teachers want to use an activity, they have to consider the situation, condition of their students and the materials that will be taught. For example, when teachers want to teach about expression, they can use simulation or role play. But, not all of the students have confidence to be in front of the class. So, the teacher should find out how to make the students interest to perform in front of the class. Teachers can use discussion or group work in teaching and learning process. It does not need student to be in front of the class, but they can share with their friends about the lesson. It can simulate their opinion by speaking without being shy. It depends on how the teacher considers the situation and makes a decision.

9. Teaching Speaking to Junior High School

The teaching English in the junior high school is aimed to develop the ability of the students to communicate in English which includes the four language skills of listening, speaking, reading, and writing. The mastery of the language skills are used to support the ability both in the written and oral forms.

To achieve the goals of teaching English to junior high school students, the four language skills should be taught equally. It means that the teacher provides the balanced proportion of attention toward each skill. Based on what has stated by Depdikbud (2006: 6), the students should be able to use the language skills as:

- a. Spelling and mentioning the words that have been learnt in correct pronunciation.
- b. Asking and answering simple questions.
- c. Carry out a short and simple conversation fluently.

Speaking is one of the four major skills that the students should acquire. As stated in the curriculum, the standard of competence of speaking is the use of language variations accurately and fluently in daily life. From the basic competencies, the students should at least be able to communicate using English in daily life.

C. Comic Strips

This sub-chapter describes important matters concerning information of comic strips. It is presented in four sub-headings. Those are definitions of comic strips, comic strips in teaching speaking, implementation of comic strips in teaching speaking and the last is the effort of using comic strips in teaching speaking.

1. Definition of comic strips

Comic strips can be used as educational media in teaching and learning process. The definitions of comic strips are variously defined by some experts. First, Mc Cloud (1993) says that comic or comic strips are a composed pictures or other image which are arranged in purposeful sequence which is aimed to convey information and visual response from the images. He also adds that comic can be

educational media which have strength to motivate students in learning. In addition, Sudjana (2002: 64) defines a comic as a kind of cartoon form expressing character and playing a story in sequences of closely related drawing and it is designed to give fun to the readers. It contains sequential brief and interesting stories with complete the action. Comics also appear in newspaper and books. Supporting this, Hornby (1987: 168) states that comic is books or magazines which contains story in the form of drawing. Inside the comic, there are strips and images that present conversations using certain expressions.

From the theories above, it can be concluded that comic strips or comics are an art which have sequence of stories about the characteristics and events in the form of picture. It can be humorous, mystery, adventure, love, and etc. The variation of comic strips is explored to be used as media in teaching speaking as the model and guidance for the students to speak fluently and grammatically correct.

2. Roles of comic strips in teaching speaking

Comic or comic strips are an art work which has sequence of stories about characteristics and events in the form of picture which can be humorous, mystery, adventure, love. It can not only entertain the reader with funny or mystery story, but also be used as an authentic material or media in teaching speaking.

In addition, Oller in Csabay (2006: 24) states that comic strips can be used as media in teaching and it can contain authentic materials. It has been known

that using authentic materials is very important in language teaching and learning. One of the reasons is it can help the students to deal with spoken or written language. The facial expressions of comic figure inspire students to interpret the thought based on the expression. As well, the message story in comic provides the students with something to narrate or describe. Besides, it can also stimulate and motivate students during the speaking activities and it can give students a refreshing new focus to practice their spoken language. Supporting this, Hutchinson (1949: 236-245) says that comic or comic strips included material which can be used as sources in classroom activities.

Based on the explanation above, the teachers with their creativity in creating and exploring media or materials should really consider to the use of comic strips in teaching, especially teaching speaking. It is due to the significance of the use of comic strips as stated above which says that the features of comic strips, such as comic figure, facial expressions and talks can be used as media in teaching speaking to stimulate and assist the students to produce their spoken language.

3. The implementation of comic strips in teaching speaking

Comic or comic strips are one of media which can arouse students' motivation in language class. That is why; the use of comic strips is needed to be implemented in teaching speaking. According to Csabay (2006: 24) comic or

comic strips is not only amuse and interest students but also it can be used as media in education.

In addition, he also suggests that there are some activities which can be implemented by using comic strips in language class, especially in speaking. Combining with retelling story, the comic strips are arranged into disordered panel of comic strips. The students are asked to retell the comic strips after completing the comic strips into proper sequence to tell the story in the form of speaking exercises. In a variation of this exercise, the teacher can remove the speech or thought bubbles of the comic strips, copies of both the comic strips and the next of the bubbles to the students. The students' task is to figure out the proper order of the speech of thoughts.

For the advanced learner, the tasks can be made more difficult by giving a different panel to each student in group and asking students to describe to the rest of the group what is on their panels. The students should not show their picture to each other until they have figured out the correct order for the panels.

The other way of implementing comic strips is speaking is role-play. In this activity, the teacher provides a comic strip from which the last panel is cut out. After that, the students are asked to continue the story and decide with an ending by themselves. Actually, this activity similar to the first activity but the end of activity the students act out their stories in class, based on the character in that comic.

In conducting this research, the researcher refers to the Csabay's explanation related to how to implement comic strips in teaching speaking. As the effort to improve students' speaking skill, the use of comic strips is applied in each stage of teaching technique, that is PPP (Presentation, Practice, Production). The comic strips are presented in the form of various tasks to stimulate and assist students in producing their spoken language.

The tasks that contain comic strips on the practice stage and production stage are designed as the information gap activity. On the practice stage, the comic strips are in the form of pictures and bubbles with incomplete expressions or sentences that demand the students to complete it first and act them out through role play. The random answers are available to this task. Meanwhile, on the production stage, the students do role play after arranging the disorder comic strips and completing the blanks with appropriate answers. The available answers to these tasks are in the form of multiple choices.

4. The effect of using comic strips in teaching speaking

Using comic strips as media in teaching speaking is one of ways that has significance or positive effects to establish the effective teaching and learning process. According to McCloud (1993), there are some positive effects of using comic strips in teaching speaking. Firstly, comic strips can provide images of the characters, so it can help the students deal with spoken and even informal language. The second positive effect is that comic strips can arouse students'

motivation to learn English in enjoyable and interesting ways, because the use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood easily by using comic. The last effect of the use of comics strips lies on the visual. It contains many visual symbols which have the power to present concrete realities. The visuals are very impressive and interesting so that the information presented by comics will stay longer in the students' mind.

Regarding to the positive effects of using comic strips in teaching speaking, the teachers are recommended to implement comic strips as media to their teaching speaking in order to assist the students in producing their spoken language and give many models in using spoken language which is presented in interesting ways through the strips.

D. Conceptual Framework

One of the language skills that must be mastered by foreign language learners is speaking or communicating using the target language. Students should have good speaking skills to communicate ideas, knowledge and information in one's mind to others and to respond others' ideas based on certain contexts in which the language is used.

However, the fact has shown that it is quite difficult for Indonesian learners to improve their English speaking ability, for example Indonesian learners in SMP N 3 Mertoyudan, because they usually use their native language

in their daily life rather than using English. During the lesson they tend to use Indonesian language rather than using English. Meanwhile, when they speak English, their English are strongly interfered with the rules of Indonesian language, so they cannot speak fluently and accurately.

Based on the theories related to the media for teaching speaking, the use of comic strips is considered to have positive effects in teaching and learning process. First, comic strips provide images of the characters, so it can help students explore their ideas and be guided to produce spoken language. Second, students can increase students' interest to learn English in enjoyable and interesting ways. Third, comic strips can motivate the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and be understood easily by using comic. The last, comic strips are visual. It contains many visual symbols which have the power to present concrete realities. They are very interesting and impressing so that the information presented by the comic strips will stay longer in the students' mind.

Any activities which are implemented in the classroom in a teaching and learning process should invite students to share their ideas and interact with others. The classroom activities should be done in a supportive atmosphere. Teacher must decide whether students want to do activities like this and how far they should be encouraged to express their feelings. By implementing comic strips in teaching speaking, the teacher can encourage the students to produce

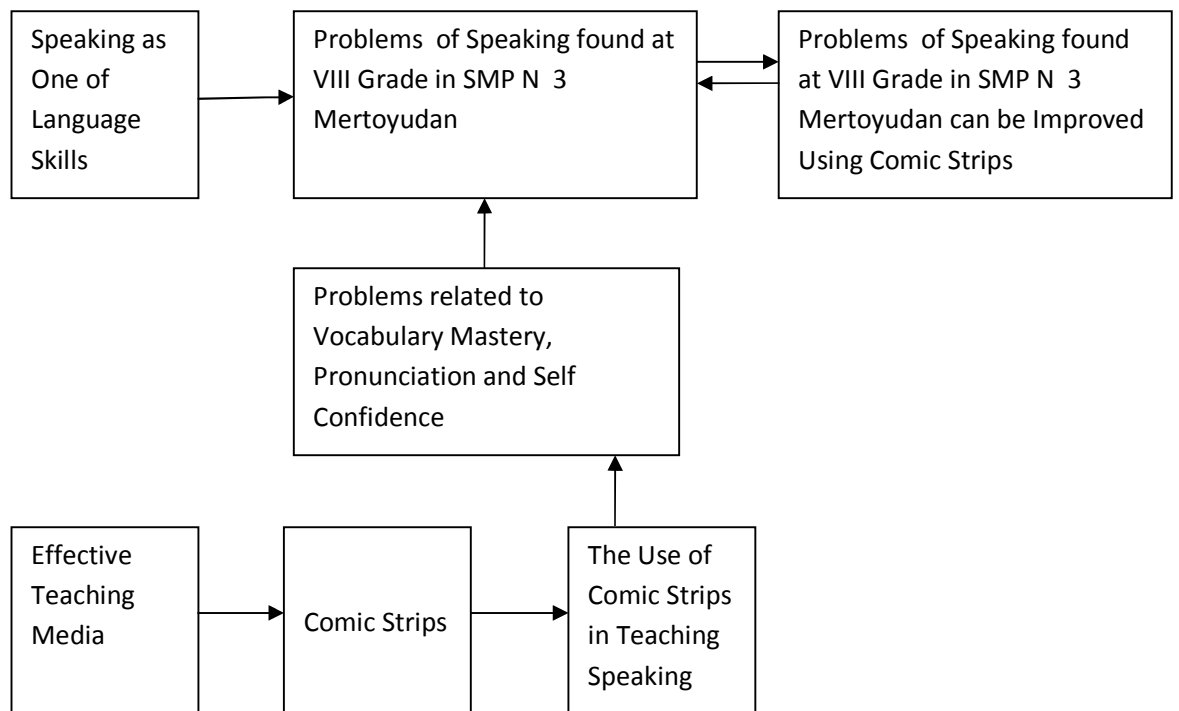
their spoken language through the activities, such as acting out scripts and role play, combined with the comic strips.

From the explanation above we can see that comic strips combined with some activities have an important role to improve student's speaking skill. In order to make the students being interested and motivated in speaking, the teacher should use media which can improve students' speaking skill. As the result comic strips need to be applied as media to improve students' speaking skill.

Current practice of teaching speaking in SMP N 3 Mertoyudan shows that the teacher still uses conventional media and monotonous speaking activities that do not arouse the students' motivation in the learning process. This lead to the students' lack of interest in learning speaking and lead to students' difficulties in exploring ideas and produce their spoken language fluently and accurately. Considering these weaknesses, the researcher tries to improve the students' speaking skill through the use of comic strips.

In conclusion, the teaching and learning process of speaking skill can be improved by applying effective, attractive, and appropriate learning media. Comic strips are believed to be one of those media and are also believed to properly explore the potency of students in speaking. Regarding to this, the researcher applies comic strips in teaching speaking to the eight grade students in SMP N 3 Mertoyudan. It is expected that the students can be motivated, guided in

expressing ideas and opinions to produce spoken language fluently and accurately.



CHAPTER III

RESEARCH METHOD

A. Type of research design

This research is action research. This research is aimed at finding and implementing some actions to improve the speaking skills of grade VIII students of SMP N 3 Mertoyudan.

This research adapts cyclical action research model proposed by Kemmis and McTaggart (1996). The research and the other research team members collaboratively found obstacles and weaknesses of the speaking learning process, identify the problem, plans and implements the actions. After that, they make evaluation, reflection, and discussion related to the action implemented.

B. Setting of the research

This action research was conducted in grade VIII of SMP N 3 Mertoyudan on Jl. Mayor Unus km 3 Citran Donorojo Mertoyudan, Magelang. The teaching learning activities in SMP N 3 Mertoyudan are generally classified into intra and extra-curricular. Intra-curricular activity is the formal teaching and learning process starts from 07.00 to 12.50.

The school was chosen based on an observation conducted by the researcher. In the observation, it was found that there were problems in the teaching and learning process of English lesson. The problems came from both teacher and the students. Based on the identified problems on that school, the researcher attempted to solve the problem by conducting this research.

There are four English teachers in SMP N 3 Mertoyudan. In the teaching and learning process, the teachers provide students with English modules.

C. Subject of the research

The subjects of the research are the students of grade VIII D of SMP N 3 Mertoyudan. This class consists of 12 female and 17 male students. The research was conducted in VIII D classes as the subjects of the research based on the discussion between the English teacher and the research.

D. Time of the research

The research was conducted in the first semester of the academic year 2013/2014. Then the action was conducted from July to September 2013. The research carried out the actions based on the school schedule, especially the English schedule of VIII D class. The schedules were on Thursday at 08.20 – 09.55 and Saturday at 08.20 – 09.55.

E. Instruments of the Research

To gain the valid data, the research uses three instruments. They were observation guideline, interview guideline, and photograph. The instruments of the research are presented in the table below.

Table 4: Instruments of the Research

No	Technique	Instrument	Data
1	Observation	Observation guideline	Field Notes
2	In-depth	Interview guideline	Interview Transcripts
3	Taking pictures	Camera	Pictures
4	Test	Test Task/ Instrument Assessment Rubric	Scores

a. Observation guideline

The observation guideline was used in the reconnaissance, action, and observation steps. In the reconnaissance step, the observation guideline was used to find out the existing problems. Meanwhile, in the action and observation steps, the observation guideline was used to see the implementation of the actions. The guideline covers three main parts which were the opening, the core, and the closing of the lessons.

The opening part covers the way the teacher greets the students and opens the lesson. The core part covers several points such as the activities during the

lesson, the technique used by the teacher, the students' involvement in the teaching and learning process, and the students speaking ability. In the closing part the guideline focuses on the way the teacher reviewed the material and closed the lesson.

b. Interview guideline

In-depth interview guideline was used in the reconnaissance and reflection steps. The in-depth interview guideline was used to find the existing problems in the field. The reflection step was used to see the students' and collaborator responses to the implementation of the action. There were two kinds of interview guidelines: for the English teacher and the students. In the teacher interview, the focuses were the teacher's perception of the students' English competence, the students' involvement during the lesson, the technique and activities the teacher used, the materials, also the facilities and media in English teaching learning. The focus of students' interview was to identify the students' perceptions of the English lesson, the difficulties in learning English, and activities during the English lesson.

c. Camera

The class observation was also provided with the camera which was used to take the pictures of the teaching and learning process. The photograph was one of the

references to support the notes about what happened. It assisted the members of the action to arrange the action plan.

F. Data Collection Technique

The data of the research were qualitative and quantitative. The qualitative data were obtained by observing the English teaching-learning process in the classroom and interviewing the English teacher and students. The researcher observed the process and the problems related to the teaching and learning process in speaking and write down in the field notes. The interview was conducted to obtain the data about the problems related to the learning English in teaching and learning process in the class and the quality of the students' speaking ability. From the observation, interview transcript and the pictures taken from the teaching and learning process, the researcher concluded the successful and unsuccessful result of the action.

The quantitative data were obtained through the test in the form of students' speaking performance. The students' speaking performance was done to take the students' scores which were used to measure their improvement of the speaking skill

G. Data Analysis Technique

The data was obtained from the actions conducted in the field. The data will be analyzed from the result of field notes, interview transcript, and students' speaking performance. From this research, the qualitative and the quantitative data were obtained. To analyze the data, the researcher used the qualitative and quantitative descriptive analysis.

The data of the research which were field note and interview transcript were analyzed based on the qualitative data analysis as proposed by Miles and Huberman (1994). The qualitative data will be analyzed in three steps. First step was collecting all the data such as interview transcript and field notes. The second step was data reduction. In this step, the research will select, limit, simplify and transform the data by summarizing on paraphrasing the interview transcripts and field notes. The next step was data display. The data that has been reduced then organized and compressed. The data display of this research was in the form of field notes, interview transcripts and pictures.

The quantitative descriptive analysis was used to analyze quantitative data. The quantitative data were from the students' scores of the speaking performance. The students' performance test will be scored by using speaking rubric test, they were: fluency, grammar accuracy, pronunciation accuracy and vocabulary. Furthermore, the students' scores were proceeded by the researcher

and then the quantitative data were described and presented in the form of tables and percentage.

H. Research Procedures

The research uses the procedure of action research proposed by Kemmis and McTaggart (1988) in Born (1999). The procedure is as follow:

a. Reconnaissance

In this step, the research carried out the research collaboratively with the English teacher in the school and also another research team member in the school. In this step, information concerning on the students' speaking ability could be found out. Observing and interviewing the English teachers were conducted to identify the existing problem on the students' speaking ability.

b. Planning

After doing the observation in the reconnaissance step, then the researcher would make some plans that were feasible to be implemented in the field. In planning actions the research conductor worked together with the English teacher of grade VIII SMP N 3 Mertoyudan. The aim of the actions was to increase the students' speaking ability. The action plan was using comic strips to improve students' speaking ability.

c. Acting and observing the action

In this process, the actions which have been planned in the class were carried out. The actions which were implemented in some cycles depends on the need of the research.

d. Evaluation

In this process, notes on how the students reacted to the actions and some obstacles of implementing the actions were taken.

e. Reflection

In last process, the researcher made some reviews on what happened in the implementing action process. Moreover, this reflection was close to find out whether the action was successful or not. If the action was successful, the researcher would continue to implement it. If the action was not successful, the research modified the action or find out the suitable action so that the condition will be better.

I. Data Validity and Reliability

To get the validity of the data, Anderson et al. (1994) in Burns (1999) state that there were five criteria of validity: democratic validity, result (outcome) validity, process validity, catalytic validity, and dialogic validity. However, the

researcher only used four criteria of validity. They were democratic validity, outcome validity, process validity, and dialogic validity.

- a. Democratic validity was related to stakeholders' chances to give their opinion, ideas, and comments about the implication of the action research. To get democratic validity the research made an interview to ask the students' and the teacher's opinion, ideas, and suggestions.
- b. Outcome validity was related to the result achieved by the research. The achievement of the result involved not only problem solving but also appearing new questions in the related research.
- c. Process validity meant that actions done in the research were believable. This criterion was applied to validate the data by looking at the teaching and learning process during the research conduct.
- d. The dialogic validity meant that the research tried to get outcome validity by looking at the result of the action done. This research involved the teacher as the collaborator who could monitor the research process. The researcher would see the success and the failure of the action. The researcher found the weakness by doing reflection with the teacher and the students.

To avoid the subjectivity in analyzing the data and to enhance the trustworthiness of the data, the researcher used triangulation. The aim of

triangulation was to gather multiple perspectives on the situation being studied. Burns (1999) states that triangulation was a way of arguing “that is different methods of investigation produce the same result then the data are likely to be valid”.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter will present research findings and discussion. The first section focuses on the research procedures and the implementation of the actions in Cycle I and II. Then, the second section deals with the general findings and discussion of the study.

A. Research Findings

1. The Procedures of the Research

This research was an action research study. It aimed at improving students' speaking skills on grade VIII D students of SMP N 3 Mertoyudan. The researcher used comic strips as media to improve students' speaking skills. In this research, the researcher conducted some steps. They were reconnaissance, planning, action and observation and reflection. In the reconnaissance process, the researcher identified the field problems in the English teaching and learning process by conducting observations and interviews. The next step was planning. In this step some actions which were feasible to be implemented were designed based on the problems. Using comic strips were used as media in the learning process.

Then, in action and observation steps the researcher implemented the actions that were planned. The last step was reflection. In this step, the researcher, the English teacher and the students identified the success and failures of the actions implemented. So, the researcher and the English teacher as the

collaborator could make the next plans for the next cycle. The following explanation described further the procedures of the research as follows:

a. Reconnaissance

To identify some problems found in English teaching and learning process in SMP N 3 Mertoyudan, the researcher conducted observations and interviews. The English teaching and learning process had been observed once. The first observation was conducted on Augusts 29th, 2013 in class VIII D, in which some problems related to English teaching and learning process were recorded. Based on the reconnaissance process, it can be concluded that students faced some problems in their speaking.

The situation of the English teaching and learning process in VIII D class was shown in this following vignette.

DATE : 29 Agustus 2013
PLACE : Class VIII D of SMP N 3 Mertoyudan
OBSERVATION 1
R : Researcher
ET : English Teacher
S : Student
Ss : Students

The teacher entered the classroom at 08.20 a.m. R came to the classroom to do the first observation. The teacher also introduced the researcher to the students related to her purpose for entering the classroom. **The teacher started the lesson by asking if there was any homework or not. Then she reviewed the last material that is about giving, accepting and refusing help and thing. The teacher asked, “is there any homework?” Some students answered no but some other answered tidak, bu. Some of them also paid less attention to what their teacher said.** The student who paid more attention to their teacher’s explanation tried to remember the last materials by opening their own notebook. They also discussed the materials with others. In contrast, some other students that paid less attention were still busy with their activity that is chatting about topic. They had nothing to do with the lesson. **They also looked so lazy and sleepy during the lesson.**

When the researcher gave the students questions, they never answered them excitedly. They waited for the active students to answer the questions then they would imitate them. During the lesson, the students often

used Indonesian or even Javanese than English. Although the teacher asked them to use English, they did not give any attention to her. **They preferred to use their mother tongue that is Indonesian or Javanese.** From their conversation that the researcher had heard, it can be said that the students' vocabulary mastery is still low. In addition, most of VIII D students still had difficulty in organizing a simple sentence. When they wanted to say something, they would not say that in complete sentence. **They only mentioned the nouns. As the example, when they wanted to ask someone for something, they would only say "eh book jal book". Here the problem of pronunciation was also still severe since some students pronounced the word book by /bok/ but some other had correct pronunciation that is /bu:k/.**

After the apperception by reviewing the last week materials for about 15 minutes, the teacher continued the materials about offering and refusing help and thing. The teacher explained the materials in Indonesian orally. Some students listened to their teacher's explanation and some other played with their friends. The teacher explained those materials until the rest time. After the rest time over, the teacher come to the class again. **It can be seen that during the lesson, the teacher only used English source book and worksheet, as the source of the materials. Moreover there were no media that were used to support the teaching and learning process.**

After the end of the explanation, the teacher offered an opportunity for the students who wanted to ask any questions. Because there was no question from the students, the teacher gave some questions back to the students as a practice. Those questions related to the previous materials about offer and refuse help and thing. The students had to write 5 sentences to offer and refuse help and things. They had to finish this practice in the last 20 minutes. Then the teacher would ask 5 from 29 students to write down the sentences in blackboard one by one. Some students did the practice seriously. The teacher checked their works one by one while asking if there were any questions or not. **When the teacher offered them to do the practice in front of the class, none responded to her. Suddenly they were forced into silence. They waited for the teacher pointed to them to do the practice. Some of them were pointed each other rather than doing it by themselves.**

Finally the teacher pointed 5 students by herself. The teacher and the students discussed the answers together. **There were some mistakes related to grammar. However the teacher explained one by one to the students and gave less correction on them.** At 10.00, the lesson was finished. The teacher closed the lesson on that day by summarizing the materials she had explained and saying salam. Then the researcher and the teacher left the classroom.

The researcher also conducted interviews with the English teacher and the students. From the interviews, it could be summarized that most of students in class VIII D had some problems in speaking because the students seemed to have

constraints on their speaking skill. It could be seen in the following quotations of the interview transcripts.

R : *Menurut Ibu dari keempat skills itu yang paling sulit berdasarkan pada kemampuan siswa tersebut?* (What is the most difficult skill for the students based on their ability?)

T : *Yang paling sulit untuk anak terutama di speaking karena mereka takut untuk berbicara dan tidak percaya diri.* (The most difficult skill is speaking, because they are afraid to speak and they are not confident.)

R : *Menurut Ibu kenapa speaking itu sulit?* (Why do you think that speaking is difficult?)

T : *Karena mereka kurang terbiasa dalam menggunakan bahasa tersebut di kehidupan sehari-hari jadi mereka takut salah dan diketawakan teman.* (Because they are not used to use the language in daily life, so that they are afraid of making mistakes and are laughed by their friends.)

(Appendix , Interview 1)

R : *Dari keempat skills itu mana yang menurut adek paling sulit?* (Among the four skills, what skill is the most difficult for you?)

S : *Speaking. Kadang sudah di otak tapi nggak bisa diungkapin.* (Speaking. Sometimes it has been planned on my mind but I cannot express it.)

R : *OK. Jadi mengungkapkannya sulit?* (OK. So, is it difficult to express?)

S : *Iya.* (Yes, it is.)

R : *Menurut kamu mengapa speaking itu susah?* (Why do you think that speaking is difficult?)

S : *Karena pikiran sama hati nggak sesuai.* (Because the mind and the heart do not match.)

R : *Maksudnya?* (What do you mean?)

S : *Ya sulit aja mbak, belum terbiasa. Kurang percaya diri.* (Well, it is difficult, Miss. I am not used to using it. I am not really confident.)

(Appendix , Interview 2)

Based on the observations and interviews with the English teacher and students, it was found that the students had problems in speaking. Therefore, the researcher chose students of VIII D class as the subject of the research.

From the observations and interviews, some problems in English teaching and learning process had been obtained. The problems related to the English teaching and learning process in class VIII D SMP N 3 Mertoyudan were presented in the following table.

Table 5:Field Problems in the English Teaching and Learning Process in Class VIII D of SMP N 3 Mertoyudan

No	Field problems	Code
1	Some students were passive during the teaching and learning process.	S
2	Some students tended to talk with their friends during the teaching and learning process.	S
3	Students pronounced words incorrectly.	S
4	Some students were afraid and shy to ask or answer teacher's questions.	S
5	Students had low vocabulary mastery	S
6	The media used were not interesting, so that students got bored.	Md
7	Some students lacked motivation in learning English.	S
8	The materials given by the teacher were monotonous.	M
9	The teacher did not tell the goals of the teaching and learning process.	T
10	The teacher rarely used teaching media.	T

Descriptions:

S : Students

T : Teacher

M : Materials

Md : Media

After identifying the field problems, the problems were weighed based on the urgency level. The problems were weighed by having a discussion with the English teacher as the collaborator. There were 10 problems found based on the observations and interviews. The most urgent problems were taken into account because the problems were very essential and should be solved soon. In this step, the field problems were selected based on the feasibility of the problems to be solved. By considering the time, fund and energy, the problems were selected from the English teaching and learning process in class VIII D SMP N 3 Mertoyudan.

Table6: The Most Urgent Problems in the English Teaching and Learning Process in Class VIII D of SMP N 3 Mertoyudan

No	Field Problems	Code
1	Some students were passive during the teaching and learning process.	S
2	Students pronounced words incorrectly	S
3	Some students were afraid and shy to ask or answer teacher's questions.	S
4	Students had low vocabulary mastery.	S
5	Some students lacked motivation in learning English	S
6	The media used were not interesting, so that students got bored	Md

Descriptions:

S : Students

Md : Media

When the field problems had been identified and selected, a pre-requisite analysis was conducted to find causes and effects of the relationship among the problems in the field. The pre-requisite analysis was conducted through discussion with the English teacher as the collaborator by considering four main aspects. Those are the English teacher, students, media, materials and activities in the teaching and learning process.

Table 7: The Possible Causes of Field Problems in the English Teaching and Learning Process in Class VIII D of SMP N 3 Mertoyudan based on the Pre-requisite Analysis

No	Field problems	Possible causes
1	Students were passive during the teaching and learning process.	a. Students could not understand teacher's instructions and explanations. b. Students got bored with the monotonous materials, media and activities given by the teacher.
2	Students pronounced words incorrectly.	a. The teacher used other languages in the classroom. (Bahasa Indonesia and Javanese language) b. The teacher could not give good pronunciation models for the students.

3	Some students were afraid and shy to ask or answer teacher's questions.	<ul style="list-style-type: none"> a. Students were afraid of making mistakes and got teacher's punishments. b. Students were afraid of making mistakes and were laughed by their friends. c. Students had limited vocabularies to express ideas and feelings. d. Some students had low self confidence. e. The class was dominated by teacher's talk, so that students merely had little opportunities to share their ideas and opinions. f. The teacher gave bad influence in students' self confidence by having favoritism towards smart students in the classroom.
4	Students had low vocabulary mastery.	<ul style="list-style-type: none"> a. The teacher never used precommunicative activities enhancing students' vocabulary mastery.
5	Some students lacked motivation in learning English.	<ul style="list-style-type: none"> a. The materials and activities used by the teacher were monotonous. b. The teacher never told students the goals of the teaching and learning process so that students did not know yet the advantages of learning certain materials. c. The teacher did not motivate students to learn well.
6	The media used were not interesting, so that students got bored	<ul style="list-style-type: none"> a. Most of the learning activities used by the teacher were taken from the module. b. The teacher rarely used media to teach. c. The media used were only blackboard. d. The teacher rarely evaluated her own teaching.

After determining the most important and feasible problems to be solved, the researcher and the English teacher as collaborator began to design some actions which could be used to solve the problems. The researcher and the English teacher discussed some actions which could be used to improve students' speaking skills. The researcher and the English teacher decided to implement some actions in order to improve students' speaking skills, so that students would be able to speak correctly and intelligibly in the real communication.

The researcher and the English teacher decided to use comic strips as media to improve students speaking skills. There are some reasons why comic strips as media were chosen. Firstly, comic strips enable the students to deal with spoken and written language. Secondly, it can also stimulate and motivate students during the speaking activities and it can give students a refreshing new focus to practice their spoken language. Thirdly comic strips included material which can be used as sources in classroom activities, so it can be used as media in teaching and learning process.

After determining the actions which would be implemented, the researcher and the English teacher as collaborator decided to use PPP technique. It consisted of *Presentation*, *Practice* and *Production*. The researcher would also use some classroom activities by comic strips and some activities to improve students speaking skills.

b. The Implementation of the Actions

1) The Report of Cycle I

a) Planning I

When the field problems had been formulated and the actions had been designed, the researcher and the English teacher as the collaborator made some plans for the first cycle. Based on the designed actions, the researcher and the English teacher expected the actions would be able to create these following conditions.

- (1) Students would be actively involved in the teaching and learning process.
- (2) Students would be able to pronounce words correctly.

- (3) Students would be encouraged to share their opinions and ideas freely.
- (4) Students could improve their vocabulary mastery.
- (5) Students would be motivated to learn English.
- (6) The media used in the classroom would be varied, so that students would not get bored during the teaching and learning process.

To achieve those conditions the researcher and the English teacher planned some actions in Cycle I. Those are as follows.

(1) Selecting the materials based on the standard of competence and the basic competencies for the first semester of grade VIII.

The researcher and the English teacher selected the materials by considering the the standard of competence and the basic competencies for first semester of grade VIII. The researcher made a course grid to design the materials and activities easier. From the discussion between the researcher and the English teacher, in Cycle I they decided to choose the standard of competence 3 and the basic competences of 3.1 is expressing meanings of simple transactional conversations (to get things done) and interpersonal conversations using spoken languages which are accurate, fluent and acceptable to interact with surroundings to express offering, refusing and asking for help and things, admitting, denying facts and asking, giving opinions.

The researcher and the English teacher decided to conduct actions related to the language functions and how to use them. The researcher and the English teacher chose some materials adapted from BSE (*Buku Sekolah Elektronik*) and a model of comic strips as the media which included materials in the teaching and learning process.

(2) Making teaching media

Based on the materials planned, the researcher made some teaching media that would support the teaching and learning process. The teaching media in this cycle were comic strips. The researcher prepared different comic strips in each stage but they were still in the same topic of the materials. Besides, the researcher also prepared other teaching aids combined with the comic strips to create classroom activities.

(3) Deciding the teaching and learning activities

The use of comic strips in this cycle assisted the students to explore their ideas to speak and help them related to the vocabularies used in conversations. In this cycle the researcher explained some language functions through the use of comic strips. In the presentation stage, the students learnt expressions based on the topic discussed. After that students were stimulated to speak after completing exercises combined comic strips. They worked in group and some of the groups performed their speaking with their partners. Besides, in the last step the researcher and the English teacher also used other activities in the teaching and learning process in the form of role play which demanded all of the students to perform their speaking.

Those activities in the teaching and learning process aimed at solving the most important and feasible problems found in the classroom. Those problems are presented as follows.

Table 8: The Most Important and Feasible Problems and the Solutions

No	Field Problems	Solutions
1	Some students were passive during the teaching and learning process.	Explaining materials by applying comic strips and asking students to perform their speaking using comic strips in groups.
2	Students pronounced words incorrectly.	Asking students to repeat pronunciation after the teacher.
3	Some students were afraid and shy to ask or answer teacher's questions.	Checking students' understanding related to the materials, moving around the class to help students' difficulties in doing the tasks and asking students to work in groups.
4	Students had low vocabulary mastery.	Asking students to always discuss difficult vocabularies found.
5	Some students lacked motivation in learning English.	Creating classroom activities such as role play using comic strips.
6	The media given by the teacher were not interesting, so that students got bored.	Using comic strips as media to present materials and giving activities combined with the comic strips.

(4) Selecting the Teaching Techniques

The researcher and the English teacher decided to use *PPP (Presentation, Practice, Production)* technique in the teaching and learning process. It consisted of three steps. The first step was presentation. Firstly, the researcher presented the materials about some language functions and how to use them in the spoken language. The teacher asked students to identify the expressions used to describe an object based on a comic strips related to the discussed text. The second step was practice. In this step, students did some exercises related to some expressions of language language functions using comic strips in groups. Then, they practiced

speaking using the comic strips. The last step was production. In this step, students practiced their speaking by making conversations related to certain language functions and acting out them through role play.

(5) Writing lesson plans

The researcher also made lessons plans as the guidance in conducting the teaching and learning process. There were two lesson plans in this cycle. The first topic in meeting one is expressions of offering, refusing and asking for help and things. Furthermore, the second topic in meeting two is expressions of admitting, denying facts and asking, giving opinions.

b) Actions and Observations in Cycle I

The action in Cycle I was carried out on September 5th and September 7th 2013. The materials were based on the syllabus of first semester of grade VIII. The learning objective was at the end of the lesson students will be able to use spoken language accurately, fluently, and understandably in using language functions. The data in the first cycle were collected in the form of field notes, interview transcripts, and photographs. Further descriptions of each meeting are presented below.

(1) The first meeting of cycle I

The first meeting of Cycle I was conducted on Thursday, September 5th, 2013. The allocated time was 80 minutes. In the first meeting the teacher introduced the topics of the lesson. The topics were expressions of offering, refusing and asking for help and things. Then, the teacher told the students about the objective of the lesson. In the presentation stage, firstly, students answered

questions given by the teacher related to expressions of offering, refusing and asking for help and things. Then, students read a dialogue and answer questions related to the dialogue. The dialogue included the expressions of offering, refusing and asking for help and things. After that, students were asked to identify expressions found in the dialogue. Students studied examples of expressions: offering, refusing and asking for help and things given by the teacher. On the presentation stage, students worked in groups and were always asked to discuss difficult words found with their friends.

In the practice stage, students did an exercise by classifying expressions based on its category in groups. Then, they completed dialogues on comic strips using expressions of offering, refusing and asking for help and things and practice it in front of the class. The exercise of ordering jumble dialogues on the comic strips were given to the students. In this stage, they acted out the comic strips in front of the class. The comic strips seemed to be helpful for the students in understanding materials and motivating the students to speak. One of the comic strips is presented below.

Picture 1: Comic strip



In the production stage, students were asked to work in groups to make a conversation using expressions of offering, refusing and asking for help and things and practice it in front of the class. They were really enjoyable and enthusiastic during the activity. When the allocated time was over the teacher ended the lesson by summarizing the lesson.

(2) The second meeting of cycle I

The second meeting of cycle I was conducted on Saturday, September 7th 2013. The allocated time was 80 minutes. The teacher told the students about the objective of the lesson. In the beginning of the presentation stage, the teacher did review about previous material. In the second meeting the teacher introduced the topics of the lesson. The topics were expressions of admitting, denying facts and asking, giving opinions. Then, the teacher told the students about the objective of the lesson. Firstly, students answered questions given by the teacher related to expressions of admitting, denying facts and asking, giving opinions. Then, students read a dialogue and answer questions related to the dialogue. The dialogue included the expressions of admitting, denying facts and asking, giving opinions. Furthermore, students were asked to identify expressions found in the dialogue. Students studied examples of expressions: offering, refusing and asking for help and things given by the teacher.

On the practice stage, students did an exercise by classifying expressions based on its category in groups. Then, they completed dialogues on comic strips using the expressions of admitting, denying facts and asking, giving opinions and practice it in front of the class. The exercise of ordering jumble dialogues on the

comic strips were given to the students. In this stage, they acted out the comic strips in front of the class.

In the production stage, students were asked to work in groups to make a conversation using expressions of admitting, denying facts and asking, giving opinions and practice it in front of the class. Like the first meeting, the students were motivated during the activity. When the allocated time was over the teacher ended the lesson.

c) Reflection I

The reflection was based on the observations during the teaching and learning processes in Cycle I. The researcher created some indicators of the research success, including: fluency, grammatical accuracy, pronunciation accuracy, vocabulary. This following table presents the number of students performing each indicator during the teaching and learning process.

Table 9: Total Score on each Indicator Performed by the Students during the Teaching and Learning Process in Cycle I

	Fluency	Grammatical Accuracy	Pronunciation	Vocabulary
Total Score	101	87	93	99
Percentage	69.65%	60%	64.14%	68.27%

The findings are elaborated as follows. In the first and second meetings, the teacher opened the lesson by greeting the students. The teacher asked some questions to the students to introduce the topics. When the students got the clues related to the topics of the lesson, the teacher stated the topics and the objectives of the lesson.

In the presentation stage the teacher asked them to discuss examples of expressions of the language functions learnt. They also discussed the difficult words found in dialogues in groups. Teacher moved around the class to help students to solve their problems. They could cooperate well but many of them just chatted with friends and let other group members do the exercises. It can be seen from the following field note.

The teacher asked the students to discuss in groups expressions of giving, refusing, accepting things and help. Students were assisted by the teacher to discuss difficult words. Students had to classify expressions to the kinds of expressions mentioned. Most of the students seemed to talk with other group members and only some of the students who did the tasks.

(Appendix, Field Note 7)

During the learning process in the Cycle I, most of the students were able to speak fluently. Based on the table 9 above, it can be known that the score of fluency gained by the students is 101 or 69.65% of the total score. The improvements can be seen from the following interview transcript.

R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Did you think the media and the activities were effective to improve you speaking skills?)

S : *Iya. Itu kan kita dibantu ngomong pake comic strips jadi mudah memunculkan ide dan diarahin ngomongnya pake comic strip.* (Yes, I did. We were helped to speak using comic strips so that we were easy to explore our ideas to speak)

(Appendix D, Interview 10)

R : *Dapatkah kamu memahami penjelasan guru?* (Could you understand teacher's explanation?)

S : *Paham, karena asyik ngajarnya.* (Yes, I could, because the teaching was enjoyable.)

R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Did you think the media and the activities were effective to improve your speaking ability?)

S : *Lebih efektif, karena kita lebih sering berdialog sama teman sehingga ngomongnya jadi lancar.* (They were more effective, because we had dialogues with our partner more frequent so that the speaking can be fluent.)
(Appendix, Interview 13)

After conducting Cycle I, the students showed their improvement in terms of grammatical accuracy. Most of the students agreed that the use of comic strips were helpful to speak grammatically and correctly. The improvements were proved by the field note and interview transcripts above.

By considering the importance to the students' pronunciation, the researcher always gave feedback on the students' pronunciation after they performed their work, so that they did not make the same mistakes. In giving the feedback on the students' pronunciation, the researcher did not point out to a students' single mistake so that it did not make her/him embarrassed. It was in line with Lynch's (2010) statement that by indicating the mistakes, but not immediately providing the correction teachers do more to facilitate students' progress.

These are some words which were pronounced incorrectly by the students and the correction done by the researcher after all students performed in Cycle I.

Table 10: Students' Mistakes in Pronouncing Words

No	Students' Mistakes in Pronouncing Words		Teacher's correction	
	Word	Phonetic Transcription	Word	Phonetic Transcription
1	Think	/ting/	Think	/ θɪŋk /
2	Thing	/ting/	Thing	/θɪŋ/
3	Monkey	/monke/	Monkey	/ 'mʌŋkɪ /

4	Agree	/egri/	Agree	/ə'gri:/
5	Wear	/wer/	Wear	/weə(r)/
6	Thorns	/tor/	Thorns	/θɔ:n/
7	Here	/her/	Here	/hɪə(r)/
8	Turkey	/turke/	Turkey	/'tɜ:kɪ/
9	Busy	/busi/	Busy	/'bɪzɪ/
10	Favour	/favor/	Favour	/'feɪvə(r)/
11	Frightening	/friktening/	Frightening	/'fraɪ.tən.ɪŋ/
12	Stayed	/stayed/	Stayed	/steɪd/
13	Fever	/fevər/	Fever	/'fi:və(r)/
14	Heard	/her/	Heard	/hɜ:d/

From the table above, it can be known that the students got the correct pronunciation in pronouncing words. By giving correction to the students' incorrect pronunciation, the teacher expected that the students did not make the same mistake in other chances. The students were very enthusiastic when the researcher told them about the right pronunciation of some words. The student's enthusiasm could be seen when some students pronounced well, and they asked the researcher to pay attention on them. That finding is in line with Harmer's (2001) statement that when the teacher gives sympathetic and useful feedback on the students' speaking, they will get tremendous satisfaction on it and then they will be motivated to do the task. Moreover, most of the students said that their speaking ability had improved since they knew the correct pronunciation of some words.

Based on the observation of the indicators, the score of grammatical accuracy indicator in Cycle I is 87 or 60% of the total score. Furthermore, from the pronunciation indicator, it can be seen that the score gained by the students is 93 or 64.14%. The following interview transcripts show the improvements got by the students.

R : *Menurut Ibu apakah media dan aktivitas-aktivitas tersebut efektif untuk meningkatkan kemampuan speaking siswa?* (Did you think the media and the activities were effective to improve students' speaking skills?)

T : *Sudah. Terutama diberikan tentang pronunciation.* (Yes, I did. It was especially about the pronunciation.)

R : *Peningkatannya itu terutama terlihat dimana, Bu?* (In which parts could the improvements be seen?)

T : *Terutama untuk antusias anak dan pronunciation dan vocabulary.* (It could be seen especially in students' enthusiasm, pronunciation and vocabulary.)

(Appendix, Interview 7)

R : *Bagaimana pendapat kamu tentang 2 pertemuan kemarin?* (What did you think about the two previous meetings?)

S : *Pelajarannya asyik kok. Pake comic strip tu membantu buat belajar. Terus banyak variasi yang diberikan sama Bu Christina.* (The lesson was fun. The comic strips helped me to learn. There were many variations given by Miss Christina.)

R : *Apakah kamu menikmati pelajarannya?* (Did you enjoy the lesson?)

S : *Enjoy banget.* (Yes, I did really enjoy.)

R : *Menurut pendapat kamu apakah comic strips tersebut menarik dan memotivasi kamu?* (Did you think the comic strips were interesting and motivating for you?)

S : *Iya.* (Yes, they did.)

(Appendix, Interview 9)

Although they still had difficulties in vocabulary mastery, the students showed their improvement related to the vocabulary used in their speaking. Based on Table 9 above, the score for vocabulary indicator is 99 or 68.67% of the total score. The data of the speaking abilities' indicators of the students and the interview transcripts show the improvement got by the students.

R : *Bagaimana pendapat kamu tentang 2 pertemuan kemarin? (What did you think about the two previous meetings?)*

S : *Bagus. Jadi punya gambaran dan lebih bisa memperbanyak kosakata. (Those were good. So, I had an understanding and they could improve my vocabulary better than before.)*

R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu? (Did you think the media and the activities were effective to improve your speaking skills?)*

S : *Efektif. Lebih memperbanyak kosakata. (Yes, they were effective. They improved my vocabulary better.)*

(Appendix, Interview 11)

R : *Menurut Ibu apakah media dan aktivitas-aktivitas tersebut efektif untuk meningkatkan kemampuan speaking siswa? (Did you think the media and the activities were effective to improve students' speaking skills?)*

T : *Sudah. Terutama diberikan tentang pronunciation. (Yes, I did. It was especially about the pronunciation.)*

R : *Peningkatannya itu terutama terlihat dimana, Bu? (In which parts could the improvements be seen?)*

T : *Terutama untuk antusias anak dan pronunciation dan vocabulary. (It could be seen especially in students' enthusiasm, pronunciation and vocabulary.)*

(Appendix, Interview 7)

R : *Dapatkah kamu memahami penjelasan guru? (Could you understand teacher's explanation?)*

S : *Paham, karena asyik ngajarnya. (Yes, I could, because the teaching was enjoyable.)*

R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu? (Did you think the media and the activities were effective to improve your speaking ability?)*

S : *Lebih efektif, karena kita lebih sering berdialog sama teman sehingga ngomongnya jadi lancar. (They were more effective, because we had dialogues with our partner more frequent so that the speaking can be fluent.)*

(Appendix, Interview 13)

However, there were some students who were embarrassed and afraid of making mistakes in their speaking. Some of them got difficulties related to their vocabulary mastery. Some students also had difficulties in understanding the comic strips because they could not see the comic strips and the written clearly on each stage of learning. The interview transcripts below show the condition mentioned above.

R : *Kalau kalian ditanya guru kenapa hanya diam?* (If the teacher asked questions to you, why did you just keep silent?)

S : *Ya karena bingung, Bu. Takut salah.* (Well, it was because I was confused, ma'am. I was afraid of making mistakes.)

(Appendix, Interview 9)

R : *Menurut Ibu apakah siswa dapat memahami materi dengan comic strip tersebut dengan jelas dan mudah?* (Did you think the students could understand materials using the comic strips clearly and easily?)

T : *Bisa. Hanya vocabnya kurang dibantu, kan ada beberapa siswa yang bingung ngisinya.* (Yes, I thought they could understand. It was just a matter of vocabulary which lacked of assistance.)

(Appendix, Interview 7)

R : *Menurut Ibu apakah siswa dapat memahami materi dengan comic strips tersebut dengan jelas dan mudah?* (Did you think the students could understand the materials with the comic clearly and easily?)

T : *Bisa. Hanya tulisannya sedikit kurang besar dan perlu di beri nomor urut.* (Yes, I thought they could understand. It was just a matter of font which was not really clear and it is necessary to number the comic strips)

(Appendix, Interview 7)

In general, after conducting the implementation of comic strips in Cycle I, the improvement on their speaking skill was showed by the students. Also they were motivated to involve themselves in the learning activities. It can be seen from the interview transcript below.

R : *Menurut Ibu apakah comic strips sebagai media menarik dan memotivasi siswa?* (Did you think the comic strips as the media were interesting and motivating for the students?)

T : *Betul Mbak, karena itu mungkin salah satu cara untuk memberikan cara belajar yang lain sehingga mereka lebih antusias.* (Yes, they were. Maybe, that was one of the ways to give a different way of learning, so that they would be more enthusiastic.)

(Appendix, Interview 7)

R : *Apakah kamu menikmati pelajarannya?* (Did you enjoy the lessons?)

S : *Enjoy.* (Yes, I did.)

R : *Menurut pendapat kamu apakah comic strips tersebut menarik dan memotivasi kamu?* (Did you think the comic strips are interesting and motivating for you?)

S : *Iya. Menarik dan bisa melihat langsung pembicaraannya dan ekspresi muka.*
(Yes, I did. They were interesting and I could directly see the conversation and the facial expressions.)

(Appendix, Interview 12)

R : *Dapatkah kamu memahami penjelasan guru?* (Could you understand teacher's explanation?)

S : *Paham, karena asyik ngajarnya.* (Yes, I could, because the teaching was enjoyable.)

R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Did you think the media and the activities were effective to improve your speaking ability?)

S : *Lebih efektif, karena kita lebih sering berdialog sama teman sehingga ngomongnya jadi lancar.* (They were more effective, because we had dialogues with our partner more frequent, so it can be more fluent.)

(Appendix, Interview 13)

The advantages of the implementation of the comic strips are presented in the following result of the speaking test conducted in Cycle I. It is known that the students can improve their speaking ability using comic strips. On this assessment, it is based on the indicators of fluency, grammatical accuracy, pronunciation accuracy and vocabulary. The Result of Students' Speaking Test in Cycle I is presented below.

Table 11: The Result of Students' Speaking Test in Cycle I

Number of students	29
Mean	13.1

Table 11 above shows that the mean of the students in class VIII D which consisted of 29 students was 13.1. The mean equals to the sum of the total score which is divided by the number of the students. Each indicator has range 0-5 score. The highest score is 5 and the lowest score is 0. So that, the total score is 20 because there are four indicators, they are fluency, grammar accuracy, pronunciation accuracy and vocabulary. Based on the table above, it is known that the students could improve their speaking ability after conducting actions in Cycle 1

d) Findings of Cycle I

After doing the reflection of the actions, the researcher and the English teacher concluded some findings as follows:

(1) The successful actions

(a) The goals of using comic strips in Cycle I were successfully achieved. The students were stimulated to speak in certain contexts. They could understand how to use certain expressions orally through the use of comic strips easily and apply them in the other contexts. Students were enthusiastic during the lesson and they became more active during the teaching and learning process.

(b) Students pronounced words related to the topic correctly.

(c) Students learned some vocabulary related to the comic strips easily by doing the tasks that involve the students' vocabulary mastery.

(d) Students were motivated and interested to learn English by using varied comic strips and activities.

(e) Some students volunteered themselves to do the exercises.

(3) The unsuccessful actions

(a) There was a technical problem dealing with the comic strips. The comic strip used in the practice stage was too small and less colorful so that some students could not read the strips and the writing clearly. Also, there is no number to order the comic strips.

(c) Some students still had difficulties in pronouncing certain words.

- (b) Some students still needed some conditions or guidance to produce conversations using expressions learnt.

After the actions conducted there were some improvements on students' speaking skills. However, there were still some problems faced by the students in Cycle I. Since the results were not satisfying, the researcher and the English teacher decided to continue with the next cycle to improve students' speaking skill.

2) The Report of Cycle 2

Cycle II was conducted as a follow-up to the first cycle. The second cycle was conducted on September 19th and September 21st 2013. The plans for the second cycle would be based in the reflections in the first cycle. There were some successful and unsuccessful actions in Cycle I. In the second cycle, those successful actions would be maintained and even improved again. In addition, some unsuccessful actions in Cycle I would be fixed so that the goal could be achieved.

a)Planning 2

The researcher and the English teacher as the collaborator discussed some plans that would be implemented in Cycle II according to the reflections in Cycle I. In general, the action plans in Cycle II were the same as the plans in Cycle I. However, there were some changes in some activities, which did not work well in Cycle I. There were also some additional activities applied in the Cycle II. Those plans were as follows.

(1) Making teaching media

Based on the materials planned, the researcher made comic strips as the teaching media that would support the teaching and learning process. The comic strips had bigger size and colorful so that it could be read by the students clearly. In addition, the comic strips were completed with numbers indicating the order, so that the students could read it well. It was also combined with some tasks and activities to stimulate and guide the students to speak orally.

(2) Deciding the teaching and learning activities

In the presentation stage, the teacher explained the material about expressions of language functions through dialogues presented by the comic strips. The students were asked to act out based on the comic strips. Through this activity, the students were expected to improve and use the vocabulary in using some expressions on the next stages. Besides, the teacher pronounced the words as the model for the students in order to get correct pronunciation.

On the practice and production stage, comic strips based tasks were applied. The students had to do the tasks in pairs instead of in groups to reduce the noise that happened in Cycle I when the students had to work in groups. It aimed at allowing students to interact and cooperate with each other intensively and maximally during the teaching and learning process, so that they would be able to develop their speaking skills through communication and cooperation with their partners. On the production stage, situations to guide the students to make conversations using expressions learnt were presented.

(3) Selecting the teaching technique.

In this cycle the researcher and the English teacher used the *PPP* (*Presentation, Practice, Production*) technique in the teaching and learning process. The use of comic strips was applied on the presentation and the practice stage as media to stimulate and guide their speaking. The topic of the lesson on this Cycle II was expressions of inviting, accepting, refusing invitation, agreeing and disagreeing, complimenting and congratulating. Through the different material in each meeting, the students were expected to improve their vocabularies through material discussed. On the Cycle II, the teacher also really emphasize to students' pronunciation. On each stage of learning or after having students' performance, the teacher always gave feedback to students' pronunciation.

b) Actions and Observations in Cycle 2

The actions in Cycle II were carried out on September 19th and September 21st 2013. The data in the second cycle were collected in the form of field notes, interview transcripts, and photographs. Further descriptions of each meeting are presented below.

(1) The first meeting of cycle II

The first meeting of Cycle II was conducted on Thursday, September 19th, 2013. The allocated time was 80 minutes. In the first meeting the teacher introduced the topics. The topics were expressions of inviting, accepting, refusing invitation, agreeing and disagreeing. Then, the teacher told the students about the objective of the study.

On the presentation stage, students answered questions given by the teacher related to expressions of inviting, accepting, refusing invitation and agreeing, disagreeing. After the students knew the discussed material, the teacher asked students to discuss comic strips using expressions learnt. The use of comic strips could give the model in using the expressions properly. Then, students read a dialogue from the comic strips and acted out the dialogues. Students also identify expressions found in the dialogue. On the same stage, students studied examples of expressions: inviting, accepting, refusing invitation and agreeing, disagreeing given by the teacher.

On the practice stage, students did an exercise by completing dialogues on comic strips and matching the best expressions using expressions of inviting, accepting, refusing invitation and agreeing, disagreeing and practice it in front of the class. After that, students constructed dialogues based on the provided samples of situation. Then they acted out the conversations in front of the class. During the learning process on the Cycle II, students worked in pairs and discussed difficult words found with their friends. Furthermore, the teacher always gave feedback to students' performance.

On the production stage, students worked in pairs to make a conversation using expressions of inviting, accepting, refusing invitation and agreeing, disagreeing and practice each of the expressions in front of the class based on provided situations. The students enjoyed the learning process because the use of comic strips was helpful to give model and explore their ideas to produce their spoken language. When the allocated time was over the teacher ended the lesson.

(2) The second meeting of cycle II

The second meeting of Cycle II was conducted on Saturday, September 21st, 2013. The allocated time was 80 minutes. In the second meeting the teacher reviewed the previous materials. In the beginning, the teacher introduced the topics. The topics were expressions of complimenting and congratulating. Then, the teacher told the students the objective of the study.

On the presentation stage, students answered questions given by the teacher related to expressions of complimenting and congratulating. Then, the students discussed comic strips using expressions learnt by reading and acting out the dialogues. Students also identify expressions found in the dialogue. On the same stage, students studied examples of complimenting and congratulating expressions given by the teacher. The students always discussed the difficult vocabularies with friends or the teacher.

On the practice stage, students did an exercise by completing dialogues on comic strips and matching the best expressions using expressions of complimenting and congratulating and practice it in front of the class. After that, students were asked to construct dialogues based on the provided samples of situation by using their own words. Then they acted out the conversations in front of the class. Furthermore, the teacher always gave feedback to students' performance to give correct pronunciations.

On the production stage, students worked in pairs to make a conversation using expressions of inviting, accepting, refusing invitation and agreeing, disagreeing and practice it in front of the class based on provided situations.

During the learning process on the Cycle II, students worked in pairs and discussed difficult words found with their friends. They were enthusiastic in doing exercises and performing their speaking. During the learning process on the Cycle II, students worked in pairs and discussed difficult words found with their friends or the teacher. When the allocated time was over the teacher ended the lesson by summarizing the lesson.

c) Reflection 2

After implementing the actions, the researcher and the collaborator did the reflection about the actions in Cycle II. The evidence was also found by interviewing the students to get their opinions during English lesson. Based on the implementation mentioned above, some findings are described as follows.

The reflection was based on the observations during the teaching and learning processes in Cycle II. The researcher used the same research success indicators in this cycle, namely: fluency, grammatical accuracy, pronunciation accuracy, and vocabulary. This following table presents the score of students' speaking ability based on four indicators.

Table 12: Total score on each Indicator Performed by the Students during the Teaching and Learning Process in Cycle II

	Fluency	Grammatical Accuracy	Pronunciation	Vocabulary
Total Score	118	116	119	119
Percentage	81.38%	80%	82.07%	82.07%

The findings are elaborated as follows. Each indicator on Table 12 shows the total score and the percentage of the students' speaking ability. Based on the

data on table above, it is also known that there were improvements of students' speaking ability on each indicator, fluency, grammatical accuracy, pronunciation accuracy, and vocabulary. The improvements were proved by the gain score of the Cycle I and the Cycle II.

During the class discussion in Cycle II, students involved in the teaching and learning process by volunteering themselves to answer the questions and share their ideas. Students could identify the expressions presented on the comic strips easily. Teacher's explanation also supported their understanding. The improvements can be seen from the following field note and interview transcripts.

Students seemed antusiasthic reading the dialogues and acting out the dialogues voluntarily. Most of the students could pronounce the words correctly. After performing dialogues, the students were asked to answer questions and identify kinds of expressions on the dialogues in pairs. Students could cooperate well because they could give their distribution to do the tasks optimally.

(Field Note,meeting I Cycle 2)

R :*Apa pendapat Ibu tentang actions yang telah kita terapkan?* (What do you think about the actions?)

T :*Sudah lebih baik dari yang kemarin. Kemarin sudah bagus tapi sekarang lebih kompleks dan lebih baik lagi.* (They were better than before. The previous meetings were good but now they were more complex and better.)

R :*Menurut Ibu apakah comic strips menarik dan memotivasi siswa?* (Did you think the comic strips were interesting and motivating for students?)

T :*Iya menarik sekali. Terutama setiap hari materinya ganti-ganti, anak-anak kelihatan antusias sekali.* (They were very interesting. Especially everyday, the material was always different,students seemed very enthusiastic.)

R :*Apa kesan Ibu tentang cycle I and cycle II?* (What were your impressions about Cycle I and Cycle II?)

T :*Sangat menarik. Anak-anak juga antusias. Anak-anak bisa termotivasi untuk belajar dengan media dan situasi yang berbeda.* (They were interesting. Students were also enthusiastic. Students could be motivated to learn with the different situation.)

(Appendix, Interview 14)

R :*Menurut pendapat kamu apakah media tersebut menarik dan memotivasi kamu?* (Did you think the media were interesting and motivating for you?)

S :*Iya. Menarik, menyenangkan dan tambah semangat.* (Yes, I did. They were interesting, fun, and more enthusiastic.)

R :*Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Do you think the media and the activities were effective to improve your speaking skills?)

S :*Efektif, karena cara berfikirnya nggak monoton dan semuanya bisa mikir. Bisa berdiskusi dan tukar pendapat.* (They were effective, because they avoid monotonous way of thinking, and encourage all of the students to think. Students could also discuss and share their ideas.)

(Appendix, Interview 17)

R :*Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Did you think the media and the activities were effective to improve your speaking skills?)

S :*Iya, karena siswa dikelompokkan dan diberi kesempatan untuk berdiskusi.* (Yes, I did, because the students were grouped and given opportunity to have discussions.)

(Appendix, Interview 21)

During the class in Cycle II, the score for the indicator of fluency increased. Based on the table 12, the score of fluency is 118 or 81.38% of the total score. So that, it can be known that the improvement from the Cycle I to the Cycle II related to fluency is 11.73%. The improvements can be seen from the following interview transcripts.

R :*Menurut kamu apakah media dan aktivitas media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Did you think the media and the activities were effective to improve your speaking skills?)

S :*Efektif, karena semua anak berfikir dan bicara.* (Yes, I did, because all of the students thought and spoke.)

(Appendix, Interview 18)

R :*Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Did you think the media and the activities were effective to improve your speaking skills?)

S :*Efektif, karena bisa lebih percaya diri berbicara di depan teman-teman.* (Yes, I did, because I became more confident to speak in front of my friends.)

(Appendix, Interview 22)

The implementation of giving feedback on the students' pronunciation was more successful in improving the students' speaking skill in Cycle II. These are some words which were pronounced incorrectly by the students and the correction done by the researcher after all students performed in Cycle II.

Table 13: Students' Mistakes in Pronouncing Words

No	Students' Mistakes in Pronouncing Words		Teacher's correction	
	Word	Phonetic Transcription	Word	Phonetic Transcription
1	Scenery	/skenery/	Sceneray	/si:neri/
2	Patience	/peʃien/	Patience	/ˈpeɪʃns/
3	Due	/du/	Due	/dju:/
4	Exciting	/eksiting/	Exciting	/ɪkˈsaɪ.tɪŋ/
5	Science	/sains/	Science	/ˈsaɪəns/
6	Unforgattable	/unforgettable/	Unforgattable	/ˌʌnfəˈgetəbl/
7	Flavour	/flavor/	Flavour	/ˈfleɪvə(r)/
8	Highest	/higest/	Highest	/haɪst/
9	Struggle	/strʌgle/	Struggle	/ˈstrʌɡl/
10	Examination	/ixamination/	Examination	/ɪɡˌzæmɪˈneɪʃn/

From the table above, we can see what words that were incorrectly pronounced by the the students on Cycle II. To help the students pronounce correctly, the teacher gave feedback and corrections so that the students did not

make the same mistakes in other chances. Based on the table above, the number of incorrect pronunciation made by the students in Cycle II is less than the number of incorrect pronunciation made by the students in Cycle I. Furthermore, the score of pronunciation accuracy is 119 or 82.07% of the total score and the improvement of pronunciation accuracy is 17.93%.

In Cycle II, based on Table 12, the score of grammatical accuracy increased. It means that the students got improvements on the grammatical accuracy aspect. The score of grammatical accuracy is 116 or 80% of the total score. Based on the result, the grammatical accuracy could be improved in the Cycle II. The improvement of grammatical accuracy is 20%. The improvements also can be seen from the following interview transcripts.

R :*Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Did you think the media and the activities were effective to improve your speaking skills?)

S :*Efektif, karena kita mengungkapkan ide kita dan tahu bagaimana bicara yang benar.* (Yes, I did, because we expressed our ideas and knew how to speak correctly.)

(Appendix, Interview 19)

R :*Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Did you think the media and the activities were effective to improve your speaking skills?)

S :*Efektif, soalnya setiap ada pertanyaan dibahas dan itu melatih kemampuan bicara.* (Yes, I did, because every question was discussed and that practiced the speaking ability.)

(Appendix, Interview 20)

The vocabulary mastery of the students also can be improved. The total score of the vocabulary indicator got by the students in Cycle II is 119 or 82.07% of the total score. It can be known that the result of the Cycle II improved 13.8%

from the result of the Cycle I. It can be seen from the following interview transcript.

R :*Bagaimana pendapat kamu tentang 2 pertemuan kemarin?* (What did you think about the two previous meetings?)

S :*Bagus. Banyak perkembangannya.* (They were good. There were lots of some improvements.)

R :*Perkembangan seperti apa itu?* (What kinds of improvements were they?)

S :*Kita mengetahui cara berdialog dengan kosakata yang benar.* (We knew the way to converse with correct vocabularies).

(Appendix, Interview 16)

R :*Menurut pendapat kamu apakah comic strips tersebut menarik dan memotivasi kamu?* (Did you think the comic strips were interesting and motivating for you?)

S :*Iya. Soalnya dari comic strips itu kita lebih tertarik untuk belajar speaking.* (Yes, I did, because the comic strips were ways to get our attention, so that we would be more interested to learn speaking.)

R :*Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?* (Did you think the media and the activities were effective to improve your speaking skills?)

S :*Efektif. Soalnya latihan bicaranya banyak dan menambah kosakata.* (They were effective, because there were many practices and improve vocabulary mastery).

(Appendix, Interview 15)

The advantages of the implementation of the comic strips is presented in the following result of the speaking test conducted in Cycle II. It is known that the students can improve their speaking ability using comic strips. On this assessment, it is based on the indicators of fluency, grammatical accuracy, pronunciation accuracy and vocabulary.

Table 14: The Result of Students' Speaking Test in Cycle II

Number of students	29
Mean	16.17

Table 14 above shows that after conducting Cycle II the mean of the students in class VIII D which consisted of 29 students increased to 16.17. The mean equals to the sum of the total score which is divided by the number of the students. Each

indicator has range 0-5 score. The highest score is 5 and the lowest score is 0. So that, the total score is 20 because there are four indicators, they are fluency, grammar accuracy, pronunciation accuracy and vocabulary. Based on the table above, it is known that after implementing actions in Cycle II, the students get more improvements of their speaking ability.

d) Finding of Cycle 2

According to the reflections in the second cycle, comic strips as media were successful to improve students speaking skills. It could be seen from the improvements of the four research success indicators, including: fluency, grammatical accuracy, pronunciation accuracy, and vocabulary. The researcher and the English teacher as the collaborator found out that students were extremely enthusiastic and interested in doing the tasks in Cycle II. They showed good involvement during the teaching and learning process of speaking and cooperation in completing the tasks. The improvements in every indicator and the score of the speaking test could be used as the tool to measure the improvements on students' speaking skills.

Table 15: The Results of the Research

No	Field Problems	After cycle I	After cycle II
1	Some students were passive during the teaching and learning	Some students were still passive during the teaching and learning process. Some of them tended to keep silent when the teacher asked some questions to them.	All of the students actively involved in the teaching and learning process. They actively answered teacher's questions and volunteered themselves to do the tasks.

2	Students pronounced words incorrectly.	Some students still had problems in pronouncing particular words.	Most of the students were able to pronounce words correctly.
3	Some students were afraid and shy to ask or answer teacher's questions.	Some students actively answered teacher's questions and volunteer themselves to do the tasks. They also asked the teacher when they found difficulties in completing the tasks.	Most of the students actively volunteered themselves to answer teacher's questions and asked the teacher when they found difficulties in doing the tasks.
4	Students had low vocabulary mastery.	Some students still found difficulties in understanding the meanings of certain words.	Most of the students could easily understand the meanings of certain words and they were especially interested in doing the tasks.
5	Some students lacked motivation in learning English.	Some students were motivated to learn the expressions through comic strips because they were stimulated and guided to speak.	Most of the students were motivated to learn speaking through comic strips as the models of expressions and they were stimulated and guided to speak.
6	The media given by the teacher were not interesting, so that students got bored.	Some students were very happy and interested in the media and activities presented by the teacher.	All of the students were happy and interested in the media and activities given by the teacher. They could easily apply the expressions they had learnt in the activities given by the teacher. They were very enthusiastic during the activities.

Besides, the success of the actions was also measured by using the differences of mean value from the results of the test in Cycle I, Cycle II. Some indicators were used to assess students speaking skills through the tests. They are fluency, grammatical accuracy, pronunciation accuracy and vocabulary. The

increasing of the mean value from the test conducted in Cycle I and Cycle II can be seen in the following table.

Table 16: The Improvement of the Result in Cycle I and Cycle II

Aspect	Speaking Test	
	Cycle I	Cycle II
Mean Value	13.1	16.17
Improvement	3.07	

From the table, it can be seen that the students' speaking ability improved based on the indicators used to assess speaking. Based on the results of the research above, the researcher and the English teacher as collaborator agreed that the media and activities implemented were successful to students' speaking skills. It meant that the objective of the research was achieved and the researcher and the English teacher decided to end the cycle.

B. Discussion

Communication is one of the essential needs in today's world, including activities in transferring and exchanging knowledge and information. The ability to communicate effectively can not be separated from the role of language in communication. Language is a communication tool which is used to understand and express information, thoughts, feelings and knowledge.

English as a foreign language is a compulsory subject taught at schools which aims at preparing students to be able to communicate in daily life. English in the communication context that meets their needs. It is also used to prepare student to be able to communicate in the daily life.

To be able to transfer knowledge and exchanging knowledge and information in English effectively and successfully, students must have good speaking skills dealing with the ability using language to communicate ideas, knowledge and information in one's mind to others and to respond others' ideas in interaction process based on certain context in which the language is used. Inrelation to this, the objective of teaching speaking in junior high school is preparing students to be able to communicate effectively with others in daily life.

In this research, the researcher covered the goals by using PPP (*Presentation, Practice and Production*) technique. The choice of the technique was based on the discussion between the researcher and the English teacher. In addition, it was also based on the English teaching technique applied in the school. It consisted of three main steps. Those are presentation, practice and production.

On the presentation step, the teacher introduced the topics of the materials. The students were asked to study expressions of the language function being discussed. Comic strips including dialogues were presented to give model for the students related to the use of the expressions. It was aimed to assist and stimulated students to speak based on a topic. Some of the students worked in groups or pairs to study the expressions.

On the practice step, the teacher allowed students to do to some exercises related to the language function they had learnt and practiced them with their friends. The students were given a comic strip with blanks. Some students voluntarily performed their speaking through role play using completed comic

strips. In production step, students had to join an activity which enables them to practice their speaking. First, they had to create dialogues using expressions learnt. Then they had to perform or act out the conversation orally in front of the class.

To improve students' speaking skills, the researcher presented comic strips in presentation and practice stages which were able to explore students to use language orally. In this case, comic strips were used as the media completed by some activities. Comic strips were used in this research for some reasons. The first is that comic strips can provide image of the characters, so it can help the students deal with spoken language. The second positive effect is that comic strips can increase students' motivation to learn English in enjoyable and interesting ways. The third is that comics can motivate the students by its pictures. The use of colors and the character that present the materials can be studied and understood easily. The last comics are visual. It contains many visual symbols which have the power to present concrete realities. They are very impressive and interesting so that the information presented by comics will stay longer in the students' mind.

The findings show that comic strips completed by some activities could improve students' speaking skills which could be seen from the improvements of seven indicators. Those were involvement, cooperation, fluency, grammatical accuracy, pronunciation, vocabulary, and task responsibility. Comic strips could also be used to create a fun and engaging classroom atmosphere, in which all students spoke freely and the teaching and learning process run well.

The two cycles in this research were done. The research was begun on August, 29th and ended on September, 21th 2013. In both cycles, the teacher implemented comic strips and presented some class activities, such as role play. There were some successful and unsuccessful actions in the first cycle. They were the teaching techniques, students' vocabulary and students' pronunciation. The technical problem happened because the comic strip was not clear for the students, so that students could not read the written clearly and they found difficulty in understanding the comic strips.

Moreover, in the second cycle all of the actions were successful to improve students' speaking skills. It can be seen from students' behaviour, opinion and feelings related to the actions. The following are explanation about the two cycles.

1. The Design of Action in Cycle I

In the first cycle, the teacher implemented comic strips as the media in teaching and learning process of speaking. There were two meetings in this cycle. The comic strips were completed by some activities which enable students to practice how to describe orally they had learnt from the comic strips in the presentation stage. So, students would be motivated to learn and enjoy the teaching and learning process. Here are the successful and unsuccessful actions in Cycle I.

a. The Successful Actions

- 1) The goals of using comic strips in Cycle I were successfully achieved. The students were enthusiastic and interested during the teaching and learning

process. They could understand the language function and how to use the expressions.

- 2) Students pronounced words related to the topic correctly.
- 3) Students learned some vocabulary by doing the exercises related to the comic strips.
- 4) Students were motivated and interested to learn English by using comic strips and activities.
- 5) Some students volunteered themselves to do the exercises and performed their speaking.

b. The Unsuccessful Actions

- 1) There was a technical problem dealing with the comic strips, so that some students could not read the conversations of the comic strips clearly.
- 2) Some students still needed some vocabulary exercises to improve their vocabulary mastery in speaking.
- 3) Some students still had difficulties in pronouncing certain words.
- 4) The class was noisy because some students did not involve themselves on discussions and chatted with friends .

2. The Design of Action in Cycle 2

In Cycle II, the teacher still implemented comic strips. There were two meetings in this cycle. The comic strips were completed by some activities to enable students in practicing speaking especially using expressions of certain language functions. However, there were some changes in the actions. First, in the first cycle the researcher asked students to work in groups, but some students still

tended to chat and only some students who did the tasks. So, the teacher asked students to work in pairs in the second cycle.

Secondly, in the Cycle II, the teacher always led the students to discuss the difficult vocabularies and directly gave feedback after students' speaking performance. Also the teacher added some tasks related to vocabulary mastery on the presentation and practice stages.

Third, in the first cycle, the teacher did not number the comic strips and the conditions to create dialogues, so that, the students got confused. In the second cycle the teacher numbered the comic strips orderly combined with more challenging activities. On the production stage, the conditions were provided to guide the students in creating dialogues.

Overall, all of the actions implemented and the teaching and learning process could run well. Students were happy, enthusiastic and interested in the media and the materials presented by the teacher. So, their speaking skills improved. Besides the use of comic strips was successful to improve students' speaking skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents three main sections. They are conclusions, implications, and suggestions. The discussion of each part is presented below.

A. Conclusions

In line with the discussion in the previous chapter, it can be concluded that the use of comic strips was successful to improve students' speaking skills. It can be seen as follows.

1. The researcher and the English teacher as collaborator implemented some actions to solve the problems. The actions were conducted in two cycles, in which each cycle consisted of two meetings. They applied comic strips in the teaching and learning process of speaking. They also did a reflection in each cycle to evaluate the implemented actions and found out the successful and unsuccessful actions.
2. The use of comic strips could improve students' speaking skills. The improvements could be seen from the results of classroom observation and the results of the different mean value between the results of test in Cycle I and Cycle II. First, the observation included four indicators; they are fluency, grammatical accuracy, pronunciation accuracy, and vocabulary. The results of the last observation showed that there were some improvements in each indicator. The improvement of the fluency from Cycle I to Cycle II is 11.73%. Then, the improvement of the grammatical accuracy from Cycle I to Cycle II is 20%. An improvement is also showed on the vocabulary from Cycle I to Cycle

II , that is 17.93%. Second, the different mean value between the test in Cycle I and Cycle II shows an improvement of the students' speaking skill. The improvement of the test in Cycle I and Cycle II is 13.8%. From the results of the observation and the two tests, it can be summarized that comic strips are effective to improve students speaking skills.

B. Implications

Based on the discussion of the research, it can be implied that comic strips can be used to improve students' speaking skills. The implications of the actions are as follows.

1. The use of comic strips could improve students' motivation and involvement during the teaching and learning process. It is because the use of comic strips in the teaching and learning process could increase students' enthusiasm. This implies that the teacher needs to use comic strips in order to improve students' motivation and active involvement in the teaching and learning process.
2. The use of comic strips could improve students' speaking skills in terms of, fluency, grammatical accuracy, pronunciation accuracy, and vocabulary. It was because the use of comic strips could be used as models for the students in using certain expressions or sentences in certain situations. In addition, the comic strips were also accompanied by some activities enabling students to practice the expressions they had learnt from the comic strips in the different conditions. This implies that the teacher needs to use comic strips in order to improve students' speaking skills.

3. Based on the reflections of the actions, it could be seen that there were some successful and unsuccessful actions in the use of comic strips in the teaching and learning process. This implies that the researcher needs to provide more varied comic strips and activities to enhance students' speaking skills to improve the teaching ability.

C. Suggestions

After conducting the research, the researcher proposed some suggestions for the English teacher, students and other researchers. The suggestions are as follows.

1. For the English teacher

It is important for the English teacher, especially the English teachers in SMP N 3 Mertoyudan to improve students' speaking skills. The teacher needs to develop their speaking skills and create an enjoyable classroom atmosphere in the classroom, so that the students will be motivated to learn. It can be done by using comic strips accompanied by some activities enabling students to develop their speaking skills.

2. For the students

The students should be more active to practice English, especially in speaking. In this case, comic strips can be one of the alternative media to practice speaking since comic strips allows them to see the use of of some particular expressions or sentences in certain contexts.

3. For other researchers

In conducting this research, the researcher found a technical problem dealing with the comic strips. The comic strips were too small to be used in teaching. So, the researcher suggests other researchers to prepare and make sure that the teaching aids can work well. In addition, the results of this research are expected to be able to encourage other researchers to conduct further study related to speaking skills or the use of comic strips for other skills.

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APPENDICES

APPENDIX A
FIELD
NOTES

Field Note 1

Hari/ Tanggal : Rabu, 28 Agustus 2013

Tempat : Kelas VIII D, SMP N 3 Mertoyudan

Guru masuk kelas pukul 08.20 a.m. Peneliti masuk ke ruang kelas untuk melakukan observasi yang pertama. Guru menyapa siswa dan menanyakan kabar siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Kemudian, guru memulai pelajaran dengan meminta dua orang siswa untuk maju kedepan kelas untuk mendiskripsikan sesuatu. Dalam mendiskripsikan sesuatu siswa banyak membuat kesalahan dalam pengucapan dan guru tidak memberikan koreksi terhadap kesalahan siswa. Kemudian, guru meminta siswa untuk mengerjakan latihan-latihan soal di modul. Ketika guru menanyakan makna kata tertentu dan meminta siswa menjawab pertanyaan guru, sebagian besar siswa diam. Guru memberitahukan jawabanya sebagai contoh. Guru berkeliling kelas untuk mengawasi kegiatan siswa. Guru dan siswa mendiskusikan jawaban siswa hingga akhir pelajaran. Setelah kegiatan belajar mengajar selesai, guru dan peneliti meninggalkan ruang kelas.

Field Note 2

Hari/ Tanggal : Rabu, 28 Agustus 2013

Tempat : Ruang Kepala Sekolah, SMP N 3 Mertoyudan

Peneliti memasuki ruang kepala sekolah. Kepala sekolah menyapa peneliti dan menanyakan tujuan kedatangan peneliti. Peneliti memberikan surat ijin penelitian kepada kepala sekolah dan menyampaikan tujuan kedatangan peneliti. Peneliti menjelaskan garis besar pelaksanaan penelitian. Kepala sekolah memberikan persetujuan kepada peneliti untuk melakukan penelitian di SMP N 3 Mertoyudan. Kepala sekolah meminta peneliti untuk menemui guru yang bersangkutan untuk membicarakan lebih lanjut mengenai penelitian tersebut.

Field Note 3

Hari/ Tanggal : Kamis, 29 Agustus 2013

Tempat : Ruang Guru, SMP N 3 Mertoyudan

Peneliti memasuki ruang guru untuk menemui guru yang akan dijadikan kolaborator. Guru menyapa peneliti dan menanyakan tujuan kedatangan peneliti. Peneliti memberikan surat ijin penelitian dari kepala sekolah kepada guru dan menyampaikan tujuan kedatangan peneliti. Peneliti menjelaskan garis besar pelaksanaan penelitian. Guru memberikan persetujuan kepada peneliti untuk melakukan penelitian di SMP N 3 Mertoyudan dan memberikan

ijin peneliti untuk melakukan penelitian di kelas VIIID. Guru dan peneliti mulai berdiskusi tentang mengenai penelitian tersebut.

Field Note 4

Hari/ Tanggal : Kamis, 29 Agustus 2013

Tempat : Kelas VIII D, SMP N 3 Mertoyudan

Guru masuk kelas pukul 08.20 a.m. Peneliti masuk ke ruang kelas untuk melakukan observasi. Guru menyapa siswa dan menanyakan kabar siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Kemudian, guru memulai pelajaran dengan melanjutkan pelajaran sebelumnya dan bertanya tentang hal yang berkaitan *giving, accepting, and refusing help and things*. Siswa menjawab pertanyaan guru bersama-sama. Guru bertanya apakah siswa sudah mengerjakan sebuah task atau belum. Guru meminta siswa untuk mendiskusikan jawaban mereka bersama-sama. Guru meminta beberapa siswa untuk menjawab pertanyaan-pertanyaan di task tersebut. Beberapa siswa cenderung diam dan tidak menjawab pertanyaan guru. Guru memberikan pujian bagi siswa yang bisa menjawab pertanyaan. Kemudian, guru meminta siswa untuk mengerjakan aktivitas 11. Ketika guru menanyakan makna kata tertentu dan meminta siswa menjawab pertanyaan guru, sebagian besar siswa diam. Guru memberitahukan jawabanya sebagai contoh. Selanjutnya, guru meminta siswa untuk mengerjakan soal-soal selanjutnya karena guru ada jadwal di kelas lain. Kelas menjadi ramai. Kemudian, guru menghampiri peneliti dan mengatakan bahwa guru ada jadwal untuk mengajar kelas IX untuk persiapan ujian. Guru meninggalkan kelas. Beberapa siswa mencoba menjawab soal-soal dengan berdiskusi dengan teman. Beberapa siswa juga berbicara sendiri dengan teman yang lain. Beberapa siswa bertanya pada peneliti tentang penggunaan *giving, accepting, and refusing help and things*. Peneliti menjelaskan pada siswa. Siswa mengerjakan aktivitas 11 sampai jam istirahat. Setelah jam istirahat selesai, guru kembali masuk kelas. Guru mendiskusikan jawaban-jawaban aktivitas 11 dan aktivitas 12. Guru menunjuk beberapa siswa untuk menjawab soal. Beberapa siswa hanya diam. Ketika siswa menjawab dengan grammar yang salah, guru menekankan pada kata-kata dan pengucapan yg salah tersebut sehingga siswa mengulangi dengan grammar dan pengucapan yang benar. Beberapa siswa juga tidak begitu memperhatikan penjelasan guru. Guru kemudian mengingatkan dengan bahasa Indonesia dan bahasa Jawa. Selama kegiatan belajar mengajar hanya 10 siswa yang benar-benar berpartisipasi dalam kegiatan belajar mengajar dengan menjawab pertanyaan dan menyampaikan ide-ide mereka. Guru mengecek pemahaman siswa dengan menanyakan berbagai ungkapan yang dapat digunakan untuk memberikan saran. Kemudian guru melanjutkan materi selanjutnya tentang *degrees of comparison*. Guru menjelaskan tentang *degrees of comparison* dan menulis rumusnya di papan tulis hingga jam pelajaran berakhir. Setelah kegiatan belajar mengajar selesai, peneliti memberitahukan

siswa tentang penelitian yang akan dilakukan dan menginterview beberapa siswa.

Field Note 7

Hari/ Tanggal : Kamis, 5 September 2013

Tempat : Kelas VIII D, SMP N 3 Mertoyudan

Guru dan peneliti memasuki ruang kelas pada pukul 08.20. Guru menyapa siswa dan menanyakan keadaan siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Guru memulai pelajaran dengan memberikan beberapa pertanyaan pada siswa tentang hal-hal yang berhubungan dengan ekspresi-ekspresi menawarkan, menolak dan menerima benda dan jasa, seperti apa yang kamu katakan untuk meminta bantuan pada orang lain. Siswa menjawab dengan menyampaikan beberapa ungkapan menawarkan, menolak dan menerima benda dan jasa. Guru menyampaikan topik dan tujuan pembelajaran.

Guru memberikan *handout* dan meminta siswa untuk mengerjakan aktivitas kedua secara berkelompok, yakni membaca dialog dan menjawab pertanyaan mengenai dialog tersebut. Guru dan siswa mendiskusikan jawaban bersama-sama. Beberapa siswa melakukan kesalahan dalam mengucapkan kata-kata tertentu, sehingga guru menuliskan kata-kata tersebut di papan tulis dan meminta siswa untuk mengucapkannya kembali. Guru memberikan contoh pengucapan yang benar dan meminta siswa menirukannya. Guru mengecek pemahaman siswa dengan menanyakan apakah ada yang ingin ditanyakan. Guru meminta siswa mendiskusikan secara berkelompok ekspresi-ekspresi mengenai menawarkan, menolak dan menerima benda dan jasa secara berkelompok. Siswa dibantu dengan guru mendiskusikan kata-kata sukar. Siswa harus mengklasifikasikan ungkapan-ungkapan yang ada sesuai dengan jenis ekspresi yang disebutkan. Sebagian besar siswa tampak bercakap-cakap dengan sesama anggota kelompok dan hanya beberapa saja yang mengerjakan tugas tersebut. Kemudian siswa mengisi titik-titik dengan ekspresi yang tepat pada beberapa comic strips. Guru berkeliling untuk membantu siswa mengerjakan tugas tersebut dan menegur siswa yang ramai. Guru dan siswa mendiskusikan jawaban bersama-sama. Siswa menunjukkan partisipasi yang baik selama diskusi dengan sukarela menjawab pertanyaan-pertanyaan dan berbagi ide-ide dengan bebas. Setelah mendiskusikan jawaban yang benar, siswa memperagakan dialog tersebut. Guru meminta siswa untuk mengurutkan comic strips yang acak menjadi dialog yang berurutan serta mengidentifikasi ekspresi yang digunakan. Di akhir tahap pembelajaran, yakni production stage, siswa diminta bekerja dalam kelompok untuk membuat dialog dengan menggunakan ekspresi yang telah dipelajari pada pertemuan tersebut. Kemudian mereka harus melakukan role play mengenai apa yang

telah mereka buat di depan kelas. Guru memberikan umpan balik. Guru mengakhiri pelajaran dengan menyimpulkan pelajaran. Guru menyampaikan materi pada pertemuan selanjutnya. Guru mengucapkan salam dan meninggalkan kelas.

Field Note 8

Hari/ Tanggal : Sabtu, 7 September 2013

Tempat : Kelas VIII D, SMP N 3 Mertoyudan

Guru memasuki ruang kelas pukul 08.20. Guru menyapa siswa dan menanyakan keadaan siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Guru memulai pelajaran dengan memberikan beberapa pertanyaan tentang topik pelajaran yang berkaitan dengan ungkapan ungkapan untuk mengakui, mengingkari fakta serta memberi dan meminta pendapat. Siswa menjawab pertanyaan guru. Guru menyampaikan topik dan tujuan pembelajaran.

Guru memberikan *handout* pada siswa dan meminta siswa untuk mengerjakan aktifitas 2 secara berkelompok. Guru dan siswa mendiskusikan jawaban bersama-sama. Masih ada beberapa siswa yang salah mengucapkan katakata tertentu. Guru menuliskan kata-kata tersebut di papan tulis dan meminta siswa mengucapkannya lagi. Guru memberikan contoh pengucapan yang benar dan meminta siswa menirukannya. Guru meminta siswa agar selalu mendiskusikan kata kata sukar. Guru meminta siswa mendiskusikan secara berkelompok ekspresi-ekspresi mengenai mengakui, mengingkari fakta serta memberi dan meminta pendapat. Siswa diminta mengklasifikasikan ungkapan-ungkapan yang ada dalam kolom sesuai dengan jenis ekspresi yang disebutkan. Kemudian siswa mengisi titik-titik dengan ekspresi yang tepat pada beberapa comic strips. Guru berkeliling untuk membantu siswa mengerjakan tugas tersebut. Suasana kelas sedikit ramai, karena siswa yang bekerja berkelompok cenderung banyak berbicara dengan teman sekelompok dan hanya beberapa saja yang mengerjakan tugas. Setelah selesai berdiskusi, gurudan siswa mendiskusikan jawaban bersama-sama. Siswa menunjukkan partisipasi yang baik selama diskusi dengan sukarela menjawab pertanyaan-pertanyaan dan berbagi ide-ide dengan bebas. Setelah mendiskusikan jawaban yang benar, siswa memperagakan dialog tersebut. Masih ada beberapa siswa yang salah mengucapkan katakata tertentu. Guru memberikan contoh pengucapan yang benar dan meminta siswa menirukannya. Guru meminta siswa untuk mengurutkan comic strips yang acak menjadi dialog yang berurutan serta mengidentifikasi ekspresi yang digunakan. Di akhir tahap pembelajaran, yakni production stage, siswa diminta bekerja dalam kelompok untuk membuat dialog dengan menggunakan ekspresi yang telah dipelajari pada pertemuan tersebut. Kemudian mereka harus melakukan role play mengenai apa yang telah mereka buat di depan kelas. Guru melakukan

pengambilan nilai. Guru memberikan umpan balik. Guru mengakhiri pelajaran dengan menyimpulkan pelajaran. Guru menyampaikan materi pada pertemuan selanjutnya. Guru mengucapkan salam dan meninggalkan kelas.

Field Note 9

Hari/ Tanggal : Kamis, 19 September 2013

Tempat : Kelas VIII D, SMP N 3 Mertoyudan

Guru memasuki ruang kelas pukul 08.20. Guru menyapa siswa dan menanyakan keadaan siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Guru memulai pelajaran dengan memberikan beberapa pertanyaan yang berkaitan dengan **ekspresi inviting, accepting, refusing invitation and agreeing and disagreeing. Seperti apa yang kamu katakan ketika ingin mengajak temanmu datang ke rumah.** Siswa menjawab pertanyaan guru. Guru menyampaikan topik dan tujuan pembelajaran.

Guru memberikan handout pada siswa dan meminta siswa untuk mengerjakan *Aktifitas 2*. Guru dan siswa mendiskusikan jawaban bersama-sama. Dalam aktifitas 2 terdapat comic strips yang berisikan dialog mengenai ekspresi yang dipelajari. Siswa terlihat antusias membaca dan beberapa siswa secara sukarela memperagakan dialog di depan kelas. Sebagian besar siswa dapat mengucapkan kata-kata dengan baik. Setelah dialog tersebut diperagakan di depan kelas, siswa diminta menjawab pertanyaan dan mengidentifikasi jenis ungkapan yang ada pada dialog tersebut secara berpasangan. Siswa bekerja sama dengan baik karena mereka dapat memberikan kontribusinya untuk mengerjakan tugas secara maksimal. Suasana kelas menjadi semakin kondusif. Guru meminta siswa mendiskusikan secara berpasangan ekspresi-ekspresi mengenai **inviting, accepting, refusing invitation and agreeing and disagreeing**. Guru meminta siswa agar selalu mendiskusikan kata kata sukar. Kemudian siswa diminta melengkapi comic strips dengan ekspresi yang sesuai. Siswa menjadi bersemangat dalam melengkapi comic strips tersebut. Siswa juga menjodohkan ekspresi yang tepat berdasarkan situasi yang diberikan pada aktifitas selanjutnya. Masih pada tahap yang sama, yakni practice stage, siswa diminta membuat percakapan berdasarkan comic strips yang telah diberikan sampel situasi. Hal ini dapat mempermudah sekaligus memberi tantangan bagi siswa untuk mengerjakan aktifitas tersebut. Sebagian besar siswa merasa mudah dalam mengerjakan tugas ini karena guru selalu membimbing mereka dalam mengerjakan aktifitas pembelajaran. Guru dan siswa mendiskusikan jawaban bersama-sama.

Siswa secara aktif terlibat dalam kegiatan belajar mengajar dengan sukarela mendiskusikan jawaban. Di akhir tahap pembelajaran, yakni production stage, siswa diminta bekerja berpasangan untuk membuat dialog dengan menggunakan ekspresi yang telah dipelajari pada pertemuan tersebut. Pada

cycle kedua, siswa diberikan beberapa situasi untuk dipilih dan dikembangkan menjadi sebuah dialog. Kemudian mereka harus melakukan role play mengenai apa yang telah mereka buat di depan kelas. Siswa sangat senang dan antusias selama proses pembelajaran. Mereka dapat menggunakan ungkapan-ungkapan yang mereka pelajari dengan comic strips dengan baik berdasarkan situasi tertentu dan dengan kreatif mengeksplor ide-ide mereka untuk membuat percakapan. Guru memberikan umpan balik. Guru mengakhiri pelajaran dengan menyimpulkan pelajaran. Guru menyampaikan materi pada pertemuan selanjutnya. Guru mengucapkan salam dan meninggalkan kelas.

Field Note 10

Hari/ Tanggal : Sabtu, 21 September 2013

Tempat : Kelas VIII D, SMP N 3 Mertoyudan

Guru memasuki ruang kelas pukul 08.20. Guru menyapa siswa dan menanyakan keadaan siswa. Siswa menjawab pertanyaan guru. Guru mengecek kehadiran siswa. Guru memulai pelajaran dengan memberikan beberapa pertanyaan berdasarkan gambar situasi yang berkaitan dengan **Complimenting and Congratulating**. Siswa menjawab pertanyaan guru. Guru menyampaikan topik dan tujuan pembelajaran. Guru memberikan handout pada siswa dan meminta siswa untuk mengerjakan *Aktifitas 2*. Guru dan siswa mendiskusikan jawaban bersama-sama. Dalam aktifitas 2 terdapat comic strips yang berisikan dialog mengenai ekspresi yang dipelajari. Siswa terlihat antusias membaca dan beberapa siswa secara sukarela memperagakan dialog di depan kelas.

Sebagian besar siswa dapat mengucapkan kata-kata dengan baik. Setelah dialog tersebut diperagakan di depan kelas, siswa diminta menjawab pertanyaan dan mengidentifikasi jenis ungkapan yang ada pada dialog tersebut secara berpasangan. Siswa bekerja sama dengan baik karena mereka dapat memberikan kontribusinya untuk mengerjakan tugas secara maksimal. Guru meminta siswa mendiskusikan secara berpasangan ekspresi-ekspresi mengenai **Complimenting and Congratulating**. Guru meminta siswa agar selalu mendiskusikan kata kata sukar. Kemudian siswa diminta melengkapi comic strips dengan ekspresi yang sesuai. Siswa menjadi bersemangat dalam melengkapi comic strips tersebut. Siswa juga menjodohkan ekspresi yang tepat berdasarkan situasi yang diberikan pada aktifitas selanjutnya. Masih pada tahap yang sama, yakni practice stage, siswa diminta membuat percakapan berdasarkan comic strips yang telah diberikan sampel situasi. Sebagian besar siswa merasa mudah dalam mengerjakan tugas ini karena guru selalu membimbing mereka dalam mengerjakan aktifitas pembelajaran. Guru dan siswa mendiskusikan jawaban bersama-sama. Siswa secara aktif terlibat dalam kegiatan belajar mengajar dengan sukarela mendiskusikan jawaban.

Di akhir tahap pembelajaran, yakni production stage, guru melakukan pengambilan nilai dengan meminta siswa bekerja berpasangan untuk membuat dialog dengan menggunakan ekspresi yang telah dipelajari pada pertemuan tersebut. Siswa diberikan beberapa situasi untuk dipilih dan dikembangkan menjadi sebuah dialog. Kemudian mereka harus melakukan role play mengenai apa yang telah mereka buat di depan kelas.

Siswa sangat senang dan antusias selama proses pembelajaran. Mereka dapat menggunakan ungkapan-ungkapan yang mereka pelajari dengan comic strips dengan baik berdasarkan situasi tertentu dan dengan kreatif mengeksplor ide-ide mereka untuk membuat percakapan. Guru memberikan umpan balik. Guru mengakhiri pelajaran dengan menyimpulkan pelajaran. Guru menyampaikan materi pada pertemuan selanjutnya. Guru mengucapkan salam dan meninggalkan kelas.

Field Note 11

Hari/ Tanggal : Sabtu, 21 September 2013

Tempat : Ruang guru, SMP N 3 Mertoyudan

Peneliti memasuki ruang guru. Peneliti mengucapkan terimakasih kepada guru atas bantuan, kerjasama dan kesempatan yang diberikan untuk melakukan penelitian di SMP N 3 Mertoyudan dan berpamitan karena penelitian telah selesai dilaksanakan. Peneliti meninggalkan ruang guru.

APPENDIX B

INTERVIEW

TRANSCRIPTS

OBSERVASI Interview 1

Date : Thursday, 29th Augusts 2013

Place : Teacher office

T : Teacher

R : Researcher

R : Assalamualaikum. Selamat pagi, bu. Bagaimana kabarnya?

T : Waalaikumsalam. Pagi mbak. Alhamdulillah baik, mbak Kristina juga baik kan?

R : Alhamdulillah baik bu. Ibu, saya minta waktu sebentar untuk interview bisa bu?

T : Iya.

R : Dapatkah ibu jelaskan bagaimana proses belajar mengajar di kelas ibu?

T : Di kelas saya tentu saja sebagaimana di Bahasa Inggris itu kan ada empat skills: writing, reading, listening dan speaking. Untuk materi, saya mengambil dari modul dan anak-anak diminta untuk mengerjakan. Untuk media saya cuma memakai papan tulis saja mbak.

R : Dapatkah ibu jelaskan tentang kemampuan Bahasa Inggris siswa kelas VIIID?

T : Kemampuan Bahasa Inggris siswa kelas VIIID relatif sama mbak. Kami mencoba memberikan materi sesuai dengan silabus dan mereka bisa mengikuti topik-topik yang diberi di kelas VIII. Speaking kendalanya di kepercayaan diri dan vocabulary, sedangkan listening, writing dan reading kendalanya di vocabulary.

R : Masalah-masalah apa yang ibu hadapi di kelas?

T : Anak kadang malu untuk bicara dan takut. Mereka takut salah. Rasa takut salah itu membuat mereka tidak percaya diri.

R : *Menurut Ibu dari keempat skills itu yang paling sulit berdasarkan pada kemampuan siswa tersebut?* (What is the most difficult skill for the students based on their ability?)

T : *Yang paling sulit untuk anak terutama di speaking karena mereka takut untuk berbicara dan tidak percaya diri.* (The most difficult skill is speaking, because they are afraid to speak and they are not confident.)

R : *Menurut Ibu kenapa speaking itu sulit?* (Why do you think that speaking is difficult?)

T : *Karena mereka kurang terbiasa dalam menggunakan bahasa tersebut dalam kehidupan sehari-hari jadi mereka takut salah dan diketawakan teman gitu.* (Because they are not used to use the language in daily life, so that they are afraid of making mistakes and being laugh by their friends.)

R : Apa yang ibu lakukan untuk mengatasi masalah tersebut?

T : Sejauh ini sayabelum bisa mengatasi masalah tersebut, aktivitas di kelas cenderung mengerjakan latihan di modul dan membahas bacaan.

R : Jenis materi dan aktivitas apa yang ibu gunakan di kelas?

T : Materinya ya dari modul itu tadi mbakkadang-kadang juga saya meminta mereka mencari materi di internet. Aktivitasnya, terutama dengan topiktopik tertentu saya meminta anak untuk mebuat percakapan, dan sebelum pelajaran

- dimulai saya meminta anak untuk dua anak bercerita di depan kelas tentang topik yang berbeda. Tapi ya aktivitas ini jarang sekali saya terapkan.
- R : Kemudian ibu membiarkan mereka berbicara saja atau ibu juga memberikan beberapa koreksi?
- T : Ya disitu kalau ada kesalahan kadang-kadang kami koreksi bersama.
- R : Apa reaksi mereka terhadap usaha-usaha ibu tersebut?
- T : Ya mereka kadang bisa mengikuti tetapi mungkin belum maksimal.
- R : Apakah ibu tahu tentang comic strips?
- T : Setahu saya comic strips itu adalah gambar-gambar yang berisikan percakapan gitu ya mbak, yang seperti di komik. Bisa digunakan sebagai media belajar.
- R : Apakah ibu menyediakan comic strips sebagaimana yang ibu sebutkan untuk siswa?
- T : Biasanya comic strips ada di modul atau buku referensi, ya saya. Cuma meminta siswa untuk membaca saja.
- R : Bagaimana dengan menggunakan comic strips untuk kelas speaking?
- T : Kalau comic strips belum pernah mbak. Kalau pakai comic strips untuk speaking bagaimana ya mbak?
- R : Comic strips akan membantu mereka untuk mengeluarkan ide dan memandu dalam speaking. Bisa untuk dijadikan model textnya bu.
- T : Oh, iya mbak.
- R : Menurut ibu media apa yang paling efektif untuk kegiatan belajar mengajar?
- T : Selama ini kami hanya menggunakan modul dan kadang-kadang menambah handout mbak. Tetapi menurut saya medianya akan lebih efektif kalau media tersebut bisa memotivasi siswa dan mempermudah mereka dalam belajar khususnya untuk speaking.
- R : Ada yang ingin ibu tambahkan?
- T : Mungkin penggunaan comic strips itu perlu dicoba mbak sehingga anak dapat mempraktikkan Bahasa Inggris dalam kehidupan sehari-hari dengan benar.
- R : Terimakasih bu atas waktu dan informasinya. Semoga informasi ini akan menjadi sumber berharga bagi kita. Sampai jumpa ibu. Wassalamualaikum.

Interview 2

Date : Thursday, 29th Augusts 2013
 Place : Class VIIID of SMP N 3 Mertoyudan
S : Student
R : Researcher

- R : Assalamualaikum. Selamat pagi dek Tiara. Bagaimana kabarnya?
- S : Alhamdulillah baik mbak Kristina. Mbak gimana?
- R : Alhamdulillah baik juga. Dek, saya minta waktunya untuk interview.
- S : Okay.
- R : Kamu suka tidak belajar Bahasa Inggris?
- S : Jujur karena saya juga belum bisa makanya saya juga suka belajar. Sebelum terlambat makanya saya juga ingin berlatih Bahasa Inggris. Kan kedepanya

Bahasa Inggris itu berguna makanya dari sekarang saya mencoba menyukai Bahasa Inggris.

R : Lalu, mengapa kamu suka belajar Bahasa Inggris?

S : Kalau yang saya suka itu dari Bahasa Inggris...em.....paling suka itu lewat lagu-lagu, belajar lewat lagu. Tapi kalau yang sulit untuk saya pelajari itu kalau teori. Teori dalam Bahasa Inggris.

R : Teori dalam bahasa Inggris. Contohnya?

S : Contohnya seperti em...apa ya, contohnya seperti pelajaran di sekolah itu agak sulit dimengerti.

R : Kemudian masalah apa yang biasa kamu hadapi di kelas?

S : Ya...masalahnya kekurangan vocab. Kan guru juga di kelas menerangkan dengan Bahasa Inggris. Itu sulit dimengerti. Masih sulit dimengerti.

R : Adek tau kan 4 skills dalam Bahasa Inggris: listening, speaking, reading, writing?

S : Ya.

R : Dari keempat skills itu mana yang menurut adek paling sulit?

S : Yang paling sulit speaking.

R : Menurut adek kenapa speaking itu sulit?

S : Susahnya menyusun kata-kata. Memulai kata-kata untuk berbicara, katakatanya dimulai dari mana itu masih susah. Karena kita harus membedakan mana V1, V2, V3.

R : Grammarnya ya?

S : Iya.

R : Selama ini bagaimana cara kamu mengatasi masalah tersebut?

S : Belajar langsung dengan percakapan.

R : Belajar dengan percakapan secara langsung?

S : Iya.

R : Contohnya?

S : Contohnya kan kalau di sekolah itu ada intens. Itu latihan dengan guru gitu percakapan. Tapi ya cuma dari hal yang termudah dulu.

R : Apakah guru selalu menggunakan Bahasa Inggris?

S : Nggak juga.

R : Bahasa apa saja yang digunakan?

S : Bahasa Indonesia sama Bahasa Inggris.

R : Media dan aktivitas apa yang sering digunakan guru di kelas?

S : Ga pake mbak, kadang juga dikasih materi yang ada di fotokopian baru.

R : Oh, handout?

S : Iya.

R : Kalau aktivitasnya biasanya apa?

S : Kalau speaking itu, tiap hari kan ada speaking, ya disuruh praktek aja mbak kadang-kadang.

R : Menurut kamu apakah media dan aktivitas yang diberikan itu sudah efektif?

S : Belum

R : Kalau tidak bisa, apakah guru tidak menerjemahkan dalam Bahasa Indonesia kalau siswa tidak paham?

S : Ya ada yang paham. Trus yang belum paham itu cuma diem. Kebanyakan cuma diem.

R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 3

Date : Thursday, 29th Augusts 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : Assalamualaikum. Selamat pagi dek Ayu. Bagaimana kabarnya?

S : Waalaikumsalam. Alhamdulillah baik mbak Christina.

R : Saya minta waktunya untuk interview ya.

S : Iya.

R : Kamu suka tidak belajar Bahasa Inggris?

S : Kalau belajar itu kadang-kadang. Ya suka dikit.

R : Lalu, mengapa kamu sedikit suka belajar Bahasa Inggris?

S : Iya. Nggak sukanya itu di rumus-rumusnya. Sukanya itu kalau cuma buat ngomong gitu.

R : Speaking gitu?

S : Iya.

R : Kemudian masalah apa yang biasa kamu hadapi di kelas?

S : Dalam pelajaran Bahasa Inggris?

R : Iya.

S : Rumus-rumus itu.

R : Adek tau kan 4 skills dalam Bahasa Inggris: listening, speaking, reading, writing?

S : Ya.

R : *Dari keempat skills itu mana yang menurut adek paling sulit?*

S : *Speaking. Kadang sudah di otak tapi nggak bisa diungkapkan.*

R : *OK. Jadi mengungkapkannya sulit?*

S : *Iya.*

R : *Menurut kamu mengapa speaking itu susah?*

S : *Karena pikiran sama hati nggak sesuai.*

R : *Maksudnya?*

S : *Ya sulit aja mbak, belum terbiasa. Kurang percaya diri.*

R : Selama ini bagaimana cara kamu mengatasi masalah tersebut?

S : Lebih dibiasakan bahasa Inggris mbak.

R : Caranya? Apa yang sering kamu lakukan selama ini?

S : Komunikasi dikit-dikit.

R : Mencoba berkomunikasi dengan Bahasa Inggris ya?

S : Iya.

R : Apakah guru selalu menggunakan Bahasa Inggris?

S : Nggak juga.

R : Bahasa apa saja yang digunakan?

S : Bahasa Indonesia sama Bahasa Inggris. Biasanya Bahasa Indonesia dulu terus Bahasa Inggris.

R : OK. Kalau siswa tidak paham baru menggunakan Bahasa Inggris gitu ya?

S : Iya.

R : Media dan aktivitas apa yang sering digunakan guru di kelas?

S : Media ga pernah deh. Pake buku saja.

R : Kalau aktivitasnya biasanya apa?

S : Ngerjain latihan.

R : Menurut kamu apakah media dan aktivitas yang diberikan itu sudah efektif?

S : Belum.

R : Ada yang ingin ditambahkan?

S : Pengennya antara murid sama guru itu saling membantu. Kalau speaking pengen belajar sedikit demi sedikit tetapi sulit di rumus-rumusnyanya itu.

R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 4

Date : Thursday, 29th August 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : Assalamualaikum. Selamat pagi dek Bagus. Bagaimana kabarnya?

S : Waalaikumsalam. Alhamdulillah baik mbak Christina.

R : Dek, saya minta waktunya untuk interview.

S : Iya.

R : Kamu suka tidak belajar Bahasa Inggris?

S : Sebenarnya suka tapi kalau ketemu sama yang suli-sulit itu jadi nggak suka.

R : Yang sulit itu seperti apa?

S : Kaya vocab nya. Kosa-katanya kan minim banget.

R : Kemudian masalah apa yang biasa kamu hadapi di kelas?

S : Masalahnya kalau merangkai kalimat.

R : Adek tau kan 4 skills dalam Bahasa Inggris: listening, speaking, reading, writing?

S : Ya.

R : Dari keempat skills itu mana yang menurut adek paling sulit?

S : Speaking.

R : Menurut adek kenapa speaking itu sulit?

S : Ya susah kalau mau ngomong itu takut salah.

R : Kurang percaya diri ya?

S : Iya.

R : Selama ini bagaimana cara kamu mengatasi masalah tersebut?

S : Ya belajarnya lewat percakapan di kelas mbak.

R : OK.

R : Apakah guru selalu menggunakan Bahasa Inggris?

S : Nggak.

R : Bahasa apa saja yang digunakan?

S : Bahasa Indonesia, Bahasa Inggris sama Bahasa Jawa.
 R : Media dan aktivitas apa yang sering digunakan guru di kelas?
 S : Medianya pake modul.
 R : Kalau aktivitasnya biasanya apa?
 S : Kalau speaking disuruh mendiskripsikan, menceritakan sesuatu.
 R : Menurut kamu apakah media dan aktivitas yang diberikan itu sudah efektif?
 S : Belum.
 R : Ada yang ingin ditambahkan?
 S : Materinya atau medianya itu jangan cuma bahas yang di modul aja itu bikin bosan.
 R : Ok. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 5

Date : Thursday, 29th August 2013
 Place : Class VIIID of SMP N 3 Mertoyudan
S : Student
R : Researcher

R : Assalamualaikum. Selamat pagi dek Violita. Bagaimana kabarnya?
 S : Waalaikumsalam. Alhamdulillah baik.
 R : Saya minta waktunya untuk interview ya.
 S : Iya.
 R : Kamu suka tidak belajar Bahasa Inggris?
 S : Suka.
 R : Mengapa kamu suka belajar Bahasa Inggris?
 S : Asyik.
 R : Asyiknya gmn?
 S : Asyik aja. Ya agak seneng aja belajar bahasa lain.
 R : *Kemudian masalah apa yang biasa kamu hadapi di kelas?*
 S : *Nggak tahu artinya, bu.*
 R : *Kosa katanya?*
 S : *Iya. Cara membacanya juga nggak tahu.*
 R : Adek tau kan 4 skills dalam Bahasa Inggris: listening, speaking, reading, writing?
 S : Ya.
 R : Dari keempat skills itu mana yang menurut adek paling sulit?
 S : Speaking. Saya nggak tahu gimana cara baca yang benar.
 R : Iya. Pronunciationya?
 R : Menurut kamu mengapa speaking itu susah?
 S : Karena beda antara tulisan dan cara membacanya.
 R : Selama ini bagaimana cara kamu mengatasi masalah tersebut?
 S : Lihat kamus dan tanya teman juga.
 R : Apakah guru selalu menggunakan Bahasa Inggris?
 S : Iya.
 R : Media dan aktivitas apa yang sering digunakan guru di kelas?
 S : Medianya pake modul terus aktivitasnya disuruh praktek gitu.

R : Menurut kamu apakah medi adan aktivitas yang diberikan itu sudah efektif?
 S : Belum.
 R : Ada yang ingin ditambahkan?
 S : Tidak.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 6

Date : Thursday, 29th August 2013
 Place : Class VIIID of SMP N 3 Mertoyudan
S : Student
R : Researcher

R : Assalamualaikum. Selamat pagi dek Zaki. Bagaimana kabarnya?
 S : Waalaikumsalam. Alhamdulillah baik Bu.
 R : Saya minta waktunya untuk interview ya.
 S : Iya.
 R : Kamu suka tidak belajar Bahasa Inggris?
 S : Suka.
 R : Lalu, mengapa kamu suka belajar Bahasa Inggris?
 S : Soalnya Bahasa Inggris itu asyik.
 R : Kemudian masalah apa yang biasa kamu hadapi di kelas?
 S : Nggak ada.
 R : Nggak ada?
 S : Iya.
 R : Adek tau kan 4 skills dalam Bahasa Inggris: listening, speaking, reading, writing?
 S : Ya.
 R : Dari keempat skills itu mana yang menurut adek paling sulit?
 S : Listening. Kadang-kadang nggak ngerti ngomong apa.
 R : OK. Kalau masalah di speaking apa?
 S : Kadang nggak tau cara membacanya.
 R : Selama ini bagaimana cara kamu mengatasi masalah tersebut?
 S : Lihat di kamus.
 R : Apakah guru selalu menggunakan Bahasa Inggris?
 S : Nggak.
 R : Bahasa apa saja yang digunakan?
 S : Bahasa Indonesia sama Bahasa Inggris.
 R : Media dan aktivitas apa yang sering digunakan guru di kelas?
 S : Cuma papan tulis mbak
 R : Kalau aktivitasnya biasanya apa?
 S : Membuat dialog.
 R : Menurut kamu apakah media dan aktivitas yang diberikan itu sudah efektif?
 S : Belum.
 R : Ada yang ingin ditambahkan?
 S : Kalau bisa media dan aktivitasnya yang berbeda biar nggak bosan.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 7

Date : Monday, 9th September 2013

Place : XI Marketing 2 Class

T : Teacher

R : Researcher

R : Assalamualaikum. Selamat siang, bu. Bagaimana kabarnya?

T : Waalaikumsalam. Siang mbak. Alhamdulillah baik mbak Christina?

R : Ibu, saya minta waktu sebentar untuk interview bisa bu?

T : Iya.

R : Apa pendapat ibu tentang actions yang telah kita terapkan?

T : Tadi sudah berjalan lancar dan sesuai dengan apa yang kita harapkan.

R : Menurut ibu, apakah materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar Bahasa Inggris berdasarkan SK dan KD?

T : Oh sudah, terutama tadi tentang mengungkapkan berbagai macam maksud hati yang salah satunya *aking, offering, refusing for help and things someone*.

R : *Menurut Ibu apakah comic strips sebagai media menarik dan memotivasi siswa*

T : *Betul Mbak, karena itu mungkin salah satu cara untuk memberikan cara belajar yang lain sehingga mereka lebih antusias*

R : *Menurut Ibu apakah siswa dapat memahami materi dengan comic strip tersebut dengan jelas dan mudah?*

T : *Bisa. Hanya vocabnya kurang dibantu, kan ada beberapa siswa yang bingung ngisinya.*

R : *Menurut Ibu apakah media dan aktivitas-aktivitas tersebut efektif untuk meningkatkan kemampuan speaking siswa?*

T : *Sudah. Terutama diberikan tentang pronunciation.*

R : *Peningkatannya itu terutama terlihat dimana, Bu?*

T : *Terutama untuk antusias anak dan pronunciation dan vocabulary.*

R : *Menurut Ibu apakah siswa dapat memahami materi dengan comic strips tersebut dengan jelas dan mudah? (Did you think the students could understand thematerials with the comic clearly and easily?)*

T : *Bisa. Hanya tulisannya sedikit kurang besar dan perlu di beri nomor urut.(Yes, I thought they could understand. It was just a matter of font which was not really clear and it is necessary to number the comic strips)*

R : Terimakasih bu atas waktu dan informasinya. Semoga informasi ini akan menjadi sumber berharga bagi kita. Sampai jumpa Ibu. Wassalamualaikum.

Interview 8

Date : Monday, 9th September 2013

Place : Class VIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : Assalamualaikum. Selamat pagi dek Arvy. Bagaimana kabarnya?

S : Waalaikumsalam. Alhamdulillah baik.

- R : Saya minta waktunya untuk interview ya.
 S : Iya.
 R : *Bagaimana pendapat kamu tentang 2 pertemuan kemarin? (What did you think about the two previous meetings?)*
 S : *Pelajarnya asyik kok. Pake comic strip tu membantu buat belajar. Terus banyak variasi yang diberikan sama Bu Kristina.*
 R : *Apakah kamu menikmati pelajarannya?*
 S : *Enjoy banget.*
 R : *Menurut pendapat kamu apakah comic strips tersebut menarik dan memotivasi kamu*
 S : *Iya.*
 R : *Dapatkah kamu memahami video-video tersebut dengan jelas dan mudah?*
 S : *Iya tapi suaranya kurang keras.*
 R : *Dapatkah kamu memahami penjelasan guru.*
 S : *Paham.*
 R : *Menurut kamu apakah materi-materi dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?*
 S : *Efektif.*
 R : *Ada masalah yang laen?*
 S : *Nggak.*
 R : *Apa saran kamu untuk pertemuan yang kan datang?*
 S : *Tambah terus aja materi dan aktivitas seperti ini soalnya kalau materianya cuma seperti yang biasanya itu bosen.*
 R : *OK. Terima kasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.*

Interview 9

Date : Monday, 9th September 2013
 Place : Class VIIID of SMP N 3 Mertoyudan
S : Student
R : Researcher

- R : Assalamualaikum. Selamat pagi dek Deny. Bagaimana kabarnya?
 S : Waalaikumsalam. Alhamdulillah baik.
 R : Saya minta waktunya untuk interview ya.
 S : Iya.
 R : *Bagaimana pendapat kamu tentang 2 pertemuan kemarin?*
 S : *Menyenangkan. Enjoy. Asyik.*
 R : *Apakah kamu menikmati pelajarannya?*
 S : *Enjoy.*
 R : *Menurut pendapat kamu apakah comic strips menarik dan memotivasi kamu?*
 S : *Iya. Menarik. Kalau memahami dari situ kan nggak harus memahami dari bacaan tapi lewat comic strips juga menarik.*
 R : *Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?*
 S : *Iya lumayan bisa.*
 R : *Dapatkah kamu memahami penjelasan guru?*

- S : Lumayan.
 R : Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?
 S : Iya lumayan efektif.
 R : Ada masalah yang laen?
 S : Kadang masih nggak paham itu, bu.
 R : *Kalau kalian ditanya guru kenapa hanya diam?* (If the teacher asked questions to you, why did you just keep silent?)
 S : *Ya karena bingung, Bu. Tahut salah.* (Well, it was because I was confused, ma'am. I was afraid of making mistakes.)
 R : Apa saran kamu untuk pertemuan yang kan datang?
 S : Nggak, bu.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 10

Date : Monday, 9th September 2013
 Place : Class VIIID of SMP N 3 Mertoyudan
S : Student
R : Researcher

- R : Assalamualaikum. Selamat pagi dek. Bagaimana kabarnya?
 S : Waalaikumsalam. Alhamdulillah baik.
 R : Saya minta waktunya untuk interview ya.
 S : Iya.
 R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin?
 S : Asyik dan menyenangkan.
 R : Apakah kamu menikmati pelajarannya?
 S : Enjoy.
 R : Menurut pendapat kamu apakah comic strips menarik dan memotivasi kamu?
 S : Iya. Sangat menarik dan mengurangi rasa kejenuhan.
 R : Kemarin kejenuhanya itu karena apa?
 S : Ya, ga ada media.
 R : Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?
 S : Iya.
 R : Dapatkah kamu memahami penjelasan guru?
 S : Paham.
 R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?*
 S : *Iya. Itu kan kita dibantu ngomong pake comic strips jadi mudah memunculkan ide dan diarahin ngomongnya pake comic strip.*
 R : Ada masalah yang laen?
 S : Nggak.
 R : Apa saran kamu untuk pertemuan yang kan datang?
 S : Sarannya semoga lebih baik lagi dan lebih memotivasi lagi buat murid-murid.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 11

Date : Tuesday, 10th September 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : Assalamualaikum. Selamat pagi dek Herlin. Bagaimana kabarnya?

S : Waalaikumsalam. Alhamdulillah baik.

R : Saya minta waktunya untuk interview ya.

S : Iya.

R : *Bagaimana pendapat kamu tentang 2 pertemuan kemarin?*

S : *Bagus. Jadi punya gambaran dan lebih bisa memperbanyak kosa kata.*

R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu*

S : *Efektif. Lebih memperbanyak kosa kata.*

R : Menurut pendapat kamu apakah comic strips menarik dan memotivasi kamu?

S : Menarik dan memotivasi.

R : Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan

mudah?

S : Iya.

R : Dapatkah kamu memahami penjelasan guru?

S : Paham.

R : Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?

S : Efektif. Lebih memperbanyak kosa kata.

R : Ada masalah yang laen?

S : Nggak.

R : Apa saran kamu untuk pertemuan yang kan datang?

S : Lebih banyak lagi diberi kosa kata.

R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 12

Date : Tuesday, 10th September 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : Assalamualaikum. Selamat pagi dek Nita. Bagaimana kabarnya?

S : Waalaikumsalam. Alhamdulillah baik.

R : Saya minta waktunya untuk interview ya.

S : Iya.

R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin?

S : Baik.

R : Apakah kamu menikmati pelajaranya?

R : *Apakah kamu menikmati pelajaranya?*

S : *Enjoy.*

R : *Menurut pendapat kamu apakah comic strips tersebut menarik dan memotivasi kamu?*

S : *Iya. Menarik dan bisa melihat langsung pembicaraannya dan ekspresi muka.*

R : *Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?*

S : *Iya.*

R : *Dapatkah kamu memahami penjelasan guru?*

S : *Paham.*

R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?*

S : *Lebih efektif.*

R : *Ada masalah yang lain?*

S : *Nggak.*

R : *Apa saran kamu untuk pertemuan yang kan datang?*

S : *Lebih sering pakai media dan aktivitas kayak gini biar lebih semangat.*

R : *OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.*

Interview 13

Date : Tuesday, 10th September 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : *Assalamualaikum. Selamat pagi dek Yuliani. Bagaimana kabarnya?*

S : *Waalaikumsalam. Alhamdulillah baik.*

R : *Saya minta waktunya untuk interview ya.*

S : *Iya.*

R : *Bagaimana pendapat kamu tentang 2 pertemuan kemarin?*

S : *Menurut saya belajarnya enak, mudah dipahami dan mudah dipraktekkan.*

R : *Apakah kamu menikmati pelajarannya?*

S : *Enjoy. Ada permainannya soalnya.*

R : *Menurut pendapat kamu apakah comic strips menarik dan memotivasi kamu?*

S : *Iya. Menarik. Lebih mudah belajar ekspresinya.*

R : *Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?*

S : *Iya.*

R : *Dapatkah kamu memahami penjelasan guru?*

S : *Paham, karena asyik ngajarnya. (Yes, I could, because the teaching was enjoyable.)*

R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu? (Did you think the media and the activities were effective to improve your speaking ability?)*

S : *Lebih efektif, karena kita lebih sering berdialog sama teman sehingga ngomongnya jadi lancar. (They were more effective, because we had dialogues with our partner more frequent so that the speaking can be fluent.)*

R : Ada masalah yang laen?
 S : Nggak.
 R : Apa saran kamu untuk pertemuan yang kan datang?
 S : Perbanyak aja kosa katanya.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 14

Date : Monday, 23th September 2013
 Place : Class VIIID of SMP N 3 Mertoyudan
T : Teacher
R : Researcher

R : Assalamualaikum. Selamat pagi bu. Bagaimana kabarnya?
 T : Waalaikumsalam. Siang mbak. Alhamdulillah baik mbak.
 R : Ibu, saya minta waktu sebentar untuk interview bisa bu?
 T : Iya.
 R : *Apa pendapat Ibu tentang actions yang telah kita terapkan?* (What did you think about the actions?)
 T : *Sudah lebih baik dari yang kemarin. Kemarin sudah bagus tapi sekarang lebih kompleks dan lebih baik lagi.* (They were better than before. The previous meetings were good but now they were more complex and better.)
 R : *Menurut Ibu apakah comic strips menarik dan memotivasi siswa?* (Did you think the comic strips were interesting and motivating for students?)
 T : *Iya menarik sekali. Terutama setiap hari materinya ganti-ganti, anak-anak kelihatan antusias sekali.* (They were very interesting. Especially everyday, the material was always different, students seemed very enthusiastic.)
 R : *Apa kesan Ibu tentang cycle I and cycle II?* (What were your impressions about cycle I and cycle II?)
 T : *Sangat menarik. Anak-anak juga antusias. Anak-anak bisa termotivasi untuk belajar dengan media dan situasi yang berbeda.* (They were interesting. Students were also enthusiastic. Students could be motivated to learn with the different situation.)
 R : Menurut ibu apakah siswa dapat memahami materi dengan comic strips dengan jelas dan mudah?
 T : Paham.
 R : Menurut ibu apakah media dan aktivitas-aktivitas tersebut efektif untuk meningkatkan kemampuan speaking siswa?
 T : Sudah efektif, vocabnya sudah terutama dengan task-task yang mendukung.
 R : Apa kesan ibu tentang cycle I dan II ini?
 T : Sangat menarik. Anak-anak juga antusias. Anak-anak bisa termotivasi untuk belajar dengan situasi yang berbeda.
 R : Terimakasih bu atas waktu dan informasinya. Semoga informasi ini akan menjadi sumber berharga bagi kita. Sampai jumpa Ibu. Wassalamualaikum.

Interview 15

Date : Monday, 23th September 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : Assalamualaikum. Selamat pagi dek Arvy. Bagaimana kabarnya?

S : Waalaikumsalam. Alhamdulillah baik.

R : Saya minta waktunya untuk interview ya.

S : Iya.

R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin?

S : Mengasyikan. Medianya juga menarik dan menantang.

R : Apakah kamu menikmati pelajarannya?

S : Sangat menikmati.

R : Menurut pendapat kamu apakah comic strips menarik dan memotivasi kamu?

S : Iya. Soalnya dari comic strips itu cara menarik perhatian kita jadi kita lebih tertarik untuk belajar.

R : Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?

S : Iya.

R : Menurut pendapat kamu apakah comic strips tersebut menarik dan memotivasi kamu?

S : Iya. Soalnya dari comic strips itu kita lebih tertarik untuk belajar speaking.

R : Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?

S : Efektif. Soalnya latihan bicaranya banyak.

R : Ada masalah yang laen?

S : Nggak.

R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 16

Date : Monday, 23th September 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : Assalamualaikum. Selamat pagi dek Fajar. Bagaimana kabarnya?

S : Waalaikumsalam. Alhamdulillah baik.

R : Saya minta waktunya untuk interview ya.

S : Iya.

R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin? (What did you think about the two previous meetings?)

S : Bagus. Banyak perkembangannya. (They were good. There were some improvements.)

R : Perkembangan seperti apa itu? (What kinds of improvements were they?)

S : Kita mengetahui cara berdialog dengan kosakata yang benar. (We knew the way to converse with correct vocabularies).

- R : Menurut pendapat kamu apakah comic strips menarik dan memotivasi kamu?
 S : Iya. Menarik.
 R : Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?
 S : Iya.
 R : Dapatkah kamu memahami penjelasan guru?
 S : Iya.
 R : Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?
 S : Efektif. Karena dengan cara menggunakan video dan game itu bisa Menambah pengetahuan.
 R : Ada masalah yang laen?
 S : Nggak.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 17

Date : Tuesday, 24th September 2013
 Place : Class VIIID of SMP N 3 Mertoyudan
S : Student
R : Researcher

- R : Assalamualaikum. Selamat pagi dek Tati. Bagaimana kabarnya?
 S : Waalaikumsalam. Alhamdulillah baik.
 R : Saya minta waktunya untuk interview ya.
 S : Iya.
 R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin?
 S : Bagus. Menambah pengetahuan tentang ekspresi-ekspresi.
 R : Apakah kamu menikmati pelajarannya?
 S : Iya.
 R : *Menurut pendapat kamu apakah media tersebut menarik dan memotivasi kamu?*
 S : *Iya. Menarik, menyenangkan dan tambah semangat.*
 R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?*
 S : *Efektif, karena cara berfikirnya nggak monoton dan semuanya bisa mikir. Bisa berdiskusi dan tukar pendapat.*
 R : Ada masalah yang laen?
 S : Nggak.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 18

Date : Tuesday, 24th September 2013
 Place : Class VIIID of SMP N 3 Mertoyudan
S : Student
R : Researcher

R : Assalamualaikum. Selamat pagi dek Endah. Bagaimana kabarnya?
 S : Waalaikumsalam. Alhamdulillah baik.
 R : Saya minta waktunya untuk interview ya.
 S : Iya.
 R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin?
 S : Menyenangkan. Cara belajarnya juga lebih mudah masuk.
 R : Apakah kamu menikmati pelajarannya?
 S : Menikmati.
 R : Menurut pendapat kamu apakah comic stripc menarik dan memotivasi kamu?
 S : Iya. Menarik. Karena nggak bosen.
 R : Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?
 S : Iya.
 R : Dapatkah kamu memahami penjelasan guru?
 S : Paham.
 R : *Menurut kamu apakah media dan aktivitas media dan aktivitas-akstivitasnya efektif untuk meningkatkan kemampuan speaking kamu?*
 S : Efektif, karena semua anak berfikir dan bicara.
 R : Ada masalah yang laen?
 S : Nggak.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 19

Date : Tuesday, 24th September 2013
 Place : Class VIIID of SMP N 3 Mertoyudan
S : Student
R : Researcher

R : Assalamualaikum. Selamat pagi dek Nury. Bagaimana kabarnya?
 S : Waalaikumsalam. Alhamdulillah baik.
 R : Saya minta waktunya untuk interview ya.
 S : Iya.
 R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin?
 S : Asyik, menyenangkan, enjoy, efektif. Menambah pengalaman
 R : Menurut pendapat kamu apakah comic stripc menarik dan memotivasi kamu?
 S : Iya. Menarik.
 R : Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?
 S : Iya.
 R : Dapatkah kamu memahami penjelasan guru?
 S : Paham.
 R : *Menurut kamu apakah media dan aktivitas-akstivitasnya efektif untuk meningkatkan kemampuan speaking kamu?*
 S : *Efektif, karena kita mengungkapkan ide kita dan tahu bagaimana bicara yang benar.*
 R : Ada masalah yang laen?

S : Nggak.

R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 20

Date : Tuesday, 24th September 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : Assalamualaikum. Selamat pagi dek Tiara. Bagaimana kabarnya?

S : Waalaikumsalam. Alhamdulillah baik.

R : Saya minta waktunya untuk interview ya.

S : Iya.

R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin?

S : Asyik.

R : Apakah kamu menikmati pelajarannya?

S : Menikmati.

R : Menurut pendapat kamu apakah comic strips menarik dan memotivasi kamu?

S : Iya. Banget.

R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu? (Did you think the media and the activities were effective to improve your speaking skills?)*

S : *Efektif, soalnya setiap ada pertanyaan dibahas dan itu melatih kemampuan bicara.*

R : Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?

S : Iya.

R : Dapatkah kamu memahami penjelasan guru?

S : Paham.

R : Ada masalah yang laen?

S : Nggak.

R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 21

Date : Wednesday, 25th September 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

R : Assalamualaikum. Selamat pagi dek Yekti. Bagaimana kabarnya?

S : Waalaikumsalam. Alhamdulillah baik.

R : Saya minta waktunya untuk interview ya.

S : Iya.

R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin?

S : Bagus.

R : Apakah kamu menikmati pelajarannya?

- S : Menikmati.
 R : Menurut pendapat kamu apakah comic strips menarik dan memotivasi kamu?
 S : Iya. Menarik dan memotivasi.
 R : Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?
 S : Iya.
 R : Dapatkah kamu memahami penjelasan guru?
 S : Paham.
 R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?*
 S : *Iya, karena siswa dikelompokkan dan diberi kesempatan untuk berdiskusi.*
 R : Ada masalah yang lain?
 S : Tidak.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

Interview 22

Date : Wednesday, 25th September 2013

Place : Class VIIID of SMP N 3 Mertoyudan

S : Student

R : Researcher

- R : Assalamualaikum. Selamat pagi dek Yuni. Bagaimana kabarnya?
 S : Waalaikumsalam. Alhamdulillah baik.
 R : Saya minta waktunya untuk interview ya.
 S : Iya.
 R : Bagaimana pendapat kamu tentang 2 pertemuan kemarin?
 S : Mengasyikan, tidak bosan, dan menarik.
 R : Apakah kamu menikmati pelajarannya?
 S : Banget.
 R : Menurut pendapat kamu apakah comic strip menarik dan memotivasi kamu?
 S : Iya.
 R : Dapatkah kamu memahami materi dengan comic strips tersebut dengan jelas dan mudah?
 S : Iya.
 R : Dapatkah kamu memahami penjelasan guru?
 S : Paham.
 R : *Menurut kamu apakah media dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan speaking kamu?*
 S : Efektif, karena bisa lebih percaya diri berbicara di depan teman-teman.
 R : Ada masalah yang lain?
 S : Tidak.
 R : OK. Terimakasih untuk waktunya. Sampai jumpa lagi. Wassalamualaikum.

APPENDIX C

OBSERVATION

SHEET

The Summary of the Observation Checklists

No	Observation Items	Observation Score/Meeting			
		1	2	3	4
I	The Teaching and Learning Process				
A	Pre-teaching			V	
	The teacher greet the students			V	
	The students respond to the greeting			V	
	The teacher asks the students' condition			V	
	The students tell their condition to the teacher			V	
	The teacher calls the roll		V		
	The teacher outlines the materials		V		
	The teacher explains the goal of teaching and learning		V		
B	Whilst-teaching				
	The teacher presents a sample dialogue			V	
	The students act out the dialogue.			V	
	The teacher helps the students' pronunciation.		V		
	The teacher explains and discusses the language features in the dialogue.		V		
	The students fill in incomplete dialogue.				V
	The students work in pairs to practice the dialogue.				V
	The students make a new dialogue.				V
	The students act out the dialogue.			V	
	The students identify the expressions used in the dialogue.		V		
	The teacher gives chances to the students for asking questions				V
	The students ask questions			V	
	The students ask to their classmates			V	
	The teacher checks the students' understanding			V	
	The teacher gives enough time to the students to arrange their seat/to move in group			V	
	The students cooperate well in groups			V	
	The students speak in English		V		
	The students use dictionary to help them		V		
	The students offer themselves to be the volunteer			V	
C	Post-teaching		V		
	The teacher summarize and reflects the lesson			V	
	The students reflect their learning			V	
	The teacher previews on the upcoming materials		V		
	The teacher gives rewards and motivate the students to participate more in the next meeting	V			
D	Class situation				
	Students' enthusiasm/motivation			V	
	Students' involment		V		

	Time allocation			V	
	The use of media			V	
	The teacher's instructions			V	

Description:

0 = not applicable

1 = unsatisfactory

2 = average

3 = above average

4 = excellent

APPENDIX D

COURSE GRID

COURSE GRID

School : SMPN 3 Mertoyudan

Class : VIII

Subject : English

Semester : 1

Standard of Competence : Speaking

3. Expressing meanings of spoken short transactional and interpersonal conversations to interact with surroundings.

No	Basic Competencies	Indicators	Topic	Learning Activities	Media	Scoring		Sources	Time
						Technique	Form		
1	3.1. Expressing meanings of simple transactional conversations (to get things done) and interpersonal conversations using spoken languages which are accurate, fluent and acceptable to interact with surroundings to express offering, refusing and asking for help and things.	<p>1. Students identify the use of offering, refusing and asking for help and things expressions.</p> <p>2. Students mention some expressions of offering, refusing and asking for help and things.</p> <p>3. Students pronounce the expressions using correct pronunciation, stress and intonations.</p> <p>4. Students use the expressions of offering, refusing and asking for help and things correctly and</p>	Offering, refusing and asking for help and things	<p>1. Presentation.</p> <p>a. Students answer questions given by the teacher related to expressions of offering, refusing and asking for help and things.</p> <p>b. Students read a dialogue and answer questions related to the dialogue.</p> <p>c. Students identify expressions found in the dialogue.</p> <p>d. Students study examples of expressions: offering, refusing and asking for help and things given by the teacher.</p> <p>*Students work in groups and are always asked to discuss difficult words found with their friends.</p>	Comic Strips	Performance	Rubric	<p>Priyana, Joko. Arnys Rlrjayanti, Virga Renitasari. 2008. Scaffolding English or Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VIII Edisi 4. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Wadirman, Artono. et.al. 2008. English in Focus 2. For Grade VIII. Junior High School (SMP/MTS). Departemen Pendidikan Nasional: Jakarta.</p>	2 x 40 minutes

		grammatically.		<p>2. Practice</p> <ul style="list-style-type: none"> a. Students do an exercise by classifying expressions based on its category in groups. b. Students do an exercise by completing dialogues on comic strips using expressions of offering, refusing and asking for help and things and practice it in front of the class. c. Students do exercise by ordering jumble dialogues on the comic strips. Then they act out the comic strips in front of the class. <p>*Students work in groups and are always asked to discuss difficult words found with their friends.</p> <p>3. Production</p> <ul style="list-style-type: none"> a. Students work in groups to make a conversation using expressions of offering, refusing and asking for help and things and practice it in front of the class. 					
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COURSE GRID SYLLABUS

School : SMPN 3 Mertoyudan

Class : VIII

Subject : English

Semester : 1

Standard of Competence : Speaking

3. Expressing meanings of spoken short transactional and interpersonal conversations to interact with surroundings.

No	Basic Competencies	Indicators	Topic	Learning Activities	Media	Scoring		Sources	Time
						Technique	Form		
1	3.1. Expressing meanings of simple transactional conversations (to get things done) and interpersonal conversations using spoken languages which are accurate, fluent and acceptable to interact with surroundings to express admitting, denying facts and asking, giving opinions.	<p>1. Students identify the use of admitting, denying facts and asking, giving opinions expressions.</p> <p>2. Students mention some expressions of admitting, denying facts and asking, giving opinions.</p> <p>3. Students pronounce the expressions using correct pronunciation, stress and intonations.</p> <p>4. Students use the expressions of admitting, denying facts and asking, giving opinions correctly and grammatically.</p>	Admitting, denying facts and asking, giving opinions	<p>1. Presentation.</p> <p>a. Students answer questions given by the teacher related to expressions of admitting, denying facts and asking, giving opinions.</p> <p>b. Students read a dialogue and answer questions related to the dialogue.</p> <p>c. Students identify expressions found in the dialogue.</p> <p>d. Students study examples of expressions: admitting, denying facts and asking, giving opinions given by the teacher.</p> <p>*Students work in groups and are always asked to discuss difficult words found with their friends.</p> <p>2. Practice</p>	Comic Strips	Performance	Rubric	<p>Priyana, Joko. Arnys R Irijayanti, Virga Renitasari. 2008. Scaffolding English or Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VIII Edisi 4. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Wadirman, Artono.et.al. 2008. English in Focus 2. For Grade VIII. Junior High School (SMP/MTS). Departement Pendidikan Nasional: Jakarta.</p>	2 x 40 minutes

				<p>a. Students do an exercise by classifying expressions based on its category in groups.</p> <p>b. Students do an exercise by completing dialogues on comic strips using expressions of admitting, denying facts and asking, giving opinions and practice it in front of the class.</p> <p>c. Students do exercise by ordering jumble dialogues on the comic strips. Then they act out the comic strips in front of the class.</p> <p>*Students work in groups and are always asked to discuss difficult words found with their friends.</p> <p>3.Production</p> <p>a. Students work in groups to make a conversation using expressions of admitting, denying facts and asking, giving opinions and practice it in front of the class.</p>					
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COURSE GRID SYLLABUS

School : SMPN 3 Mertoyudan

Class : VIII

Subject : English

Semester : 1

Standard of Competence : Speaking

3. Expressing meanings of spoken short transactional and interpersonal conversations to interact with surroundings.

No	Basic Competencies	Indicators	Topic	Learning Activities	Media	Scoring		Sources	Time
						Technique	Form		
1	3.2. Understanding and responding meanings of simple transactional conversations (to get things done) and interpersonal conversations using spoken languages which are accurate, fluent and acceptable to interact with surroundings to express inviting, accepting, refusing invitation and agreeing, disagreeing.	<p>1. Students identify the use of inviting, accepting, refusing invitation and agreeing, disagreeing expressions.</p> <p>2. Students mention some expressions of inviting, accepting, refusing invitation and agreeing, disagreeing.</p> <p>3. Students pronounce the expressions using correct pronunciation, stress and intonations.</p> <p>4. Students use the expressions of inviting, accepting, refusing invitation and agreeing, disagreeing correctly and</p>	Inviting, accepting, refusing invitation and agreeing, disagreeing .	<p>1. Presentation.</p> <p>a. Students answer questions given by the teacher related to expressions of inviting, accepting, refusing invitation and agreeing, disagreeing.</p> <p>b. Students read a dialogue and act out the dialogues. Then, answer questions related to the dialogue.</p> <p>c. Students identify expressions found in the dialogue.</p> <p>d. Students study examples of expressions: inviting, accepting, refusing invitation and agreeing, disagreeing given by the teacher.</p> <p>*Students work in pairs and are always asked to discuss difficult words found with their friends. *Teacher always gives feedback to students' performance.</p> <p>2. Practice</p> <p>a. Students do an exercise by completing dialogues on comic strips using</p>	Comic Strips	Performance	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. Scaffolding English or Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VIII Edisi 4. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Wadirman, Artono. et.al. 2008. English in Focus 2. For Grade VIII. Junior High School (SMP/MTS). Departemen Pendidikan Nasional: Jakarta.</p>	2 x 40 minutes

		grammatically.		<p>expressions of inviting, accepting, refusing invitation and agreeing, disagreeing and practice it in front of the class.</p> <p>b. Students do an exercise by matching the best expressions. Then they act out the conversations in front of the class.</p> <p>c. Students do an exercise by construction dialogues based on the provided samples of situation. Then they act out the conversations in front of the class.</p> <p>*Students work in pairs and are always asked to discuss difficult words found with their friends. *Teacher always gives feedback to students' performance.</p> <p>3.Production</p> <p>a. Students work in pairs to make a conversation using expressions of inviting, accepting, refusing invitation and agreeing, disagreeing and practice it in front of the class based on situations.</p> <p>*Teacher always gives feedback to students' performance.</p>					
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COURSE GRID SYLLABUS

School : SMPN 3 Mertoyudan
Class : VIII
Subject : English
Semester : 1
Standard of Competence : Speaking

3. Expressing meanings of spoken short transactional and interpersonal conversations to interact with surroundings.

No	Basic Competencies	Indicators	Topic	Learning Activities	Media	Scoring		Sources	Time
						Technique	Form		
1	3.2. Understanding and responding meanings of simple transactional conversations (to get things done) and interpersonal conversations using spoken languages which are accurate, fluent and acceptable to interact with surroundings to express complimenting and congratulating.	<p>1. Students identify the use of complimenting and congratulating expressions.</p> <p>2. Students mention some expressions of complimenting and congratulating.</p> <p>3. Students pronounce the expressions using correct pronunciation, stress and intonations.</p> <p>4. Students use the expressions of complimenting and congratulating correctly and grammatically.</p>	Complimenting and congratulating.	<p>1. Presentation.</p> <p>a. Students answer questions given by the teacher related to expressions of complimenting and congratulating.</p> <p>b. Students read a dialogue and act out the dialogues. Then, answer questions related to the dialogue.</p> <p>c. Students identify expressions found in the dialogue.</p> <p>d. Students study examples of expressions: complimenting and congratulating given by the teacher.</p> <p>*Students work in pair and are always asked to discuss difficult words found with their friends. *Teacher always gives feedback to students' performance.</p> <p>2. Practice</p> <p>a. Students do an exercise by completing dialogues on comic strips using expressions of complimenting</p>	Comic Strips	Performance	Rubric	<p>Priyana, Joko. Arnys R Irjayanti, Virga Renitasari. 2008. Scaffolding English or Junior High School Students Grade VIII. Jakarta : Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Widiati, Utami, [et. al.]. 2008. Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/ Madrasah Tsanawiyah Kelas VIII Edisi 4. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.</p> <p>Wadirman, Artono. et.al. 2008. English in Focus 2. For Grade VIII. Junior High School (SMP/MTS). Departement Pendidikan Nasional: Jakarta.</p>	2 x 40 minutes

				<p>and congratulating and practice it in front of the class.</p> <p>b. Students do an exercise by matching the best expressions. Then they act out the conversations in front of the class.</p> <p>c. Students do an exercise by construction dialogues based on the provided samples of situation. Then they act out the conversations in front of the class.</p> <p>*Students work in pairs and are always asked to discuss difficult words found with their friends.</p> <p>*Teacher always gives feedback to students' performance.</p> <p>3.Production</p> <p>a. Students work in pairs to make a conversation using expressions of complimenting and congratulating and practice it in front of the class based on situations.</p> <p>*Teacher always gives feedback to students' performance.</p>					
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APPENDIX E

LESSON PLANS

LESSON PLAN (Meeting 1)

School : SMP N 3 Mertoyudan
Subject : English
Class/ semester : VIII/ 1
Skill : Speaking
Topic : Asking, offering, refusing for help and things.
Alokasi Waktu : 2x40 menit.

Standard of Competence :

3. Expressing meanings of spoken short transactional and interpersonal conversations to interact with surroundings.

Basic Competencies :

3.1. Expressing meanings of simple transactional conversations (to get things done) and interpersonal conversations using spoken languages which are accurate, fluent and acceptable to interact with surroundings to express offering, refusing and asking for help and things.

A. Objectives of the Study

1. Students are able to produce transactional and interpersonal conversations to express *offering, refusing and asking for help and things* using spoken language accurately, fluently and acceptably.
2. Students can use *offering, refusing and asking for help and thing* appropriately and correctly.

B. Indicators

1. Students identify the use of offering, refusing and asking for help and things expressions.
2. Students mention some expressions of offering, refusing and asking for help and things.
3. Students pronounce the expressions using correct pronunciation, stress and intonations.
4. Students use the expressions of offering, refusing and asking for help and things correctly and grammatically.

C. Materials

Asking for Things	Offering Things	Refusing Things	Accepting Things
1. Could you get me (a cup of coffee)? 2. May I try it on? 3. May I have one? 4. It is OK if I have a bite..? 5. Can I have a bite..?	1. You can use my pen.. 2. Do you need to borrow my book? 3. You may try.... 4. It is ok to use my phone..	1. Thank you for your offer, but i don't want to 2. No, thanks	1. Yes..Thanks 2. Sure.. 3. Certainly.. 4. Thank you

Asking for Help	Offering help	Refusing Help	Accepting Help
1. Could you help me to..? 2. Can you help me please..? 3. Please help me to.. 4. Can I have your favour?	1. What can I do for you? 2. Let me help you.. 3. Do you need any help? 4. Do you need my favour? 5. Can I help you?	1. Thank you for your help, but i don't want to 2. No, thanks 3. No need to bother, thanks 4. Thanks...but I can do by my self.	1. Yes..Thanks 2. Sure.. 3. Certainly.. 4. Thank you for your help

D. Teaching Method

PPP (Presentation-Practice-Production)

E. Learning Activities

● Opening

- Teacher greets students and checks the students' attendance.
- Teacher tells the objectives of the study.

● Main Activities

1. Presentation

- a. Students answer questions given by the teacher related to expressions of offering, refusing and asking for help and things.
- b. Students read a dialogue and answer questions related to the dialogue.
- c. Students identify expressions found in the dialogue.
- d. Students study examples of expressions: offering, refusing and asking for help and things given by the teacher.

*Students work in groups and are always asked to discuss difficult words found with their friends.

2. Practice

- a. Students do an exercise by classifying expressions based on its category in groups.
- b. Students do an exercise by completing dialogues on comic strips using expressions of offering, refusing and asking for help and things and practice it in front of the class.
- c. Students do exercise by ordering jumble dialogues on the comic strips. Then they act out the comic strips in front of the class.

*Students work in groups and are always asked to discuss difficult words found with their friends.

3. Production

- a. Students work in groups to make a conversation using expressions of offering, refusing and asking for help and things and practice it in front of the class.

● Closing.

- a. Teacher asks the students' difficulties and reviews the materials.
- b. Teacher closes the meeting.

F. Assessment:

1. Indicator, technique, form, and example.

No	Indicator	Technique	Form	Example
1	Menggunakan ekspresi:	Spoken Test	Performance	Complete the

	<i>offering, refusing and asking for help and things</i> dengan benar.			dialogues through the comic strips.
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2. Instruments

- a. Work in pairs.
- b. Make conversations using expressions of *offering, refusing and asking for help and things* and practice in front of the class.

3. Assessment Rubric

(Adapted from Nation and Newton, 2009; Luoma, 2004; Brown, 2003; Brown, 2001)

Total score (mark) =

Fluency + Accuracy in grammar + Pronunciation + Vocabulary

Range	Fluency	Grammar	Pronunciation	Vocabulary
GOOD (5-4)	Speak in fast rate without a lot of hesitation	Errors in grammar are quite rare, use complex structure.	Errors in pronunciation are quite rare/ mostly correct pronunciation.	Use rich and proper words.
FAIR (3-2)	Speak in acceptable rate with rare hesitation	Errors in grammar are quite rare, use simple structure.	Errors in pronunciation are frequent/ partially correct pronunciation.	Use standard and proper words.
POOR (1-0)	Speak in slow rate with a lot of hesitation	Errors in grammar are frequent, use incorrect structure.	Use incorrect pronunciation.	Use limited and unacceptable words.

G. Sources

Priyana, Jaka.et.al. 2008. SCAFFOLDING. *English for Junior. BSE*. Departement Pendidikan Nasional: Jakarta.

Wadirman, Artono.et.al. 2008. *English in Focus 2. For Grade VIII. Junior High School (SMP/MTS)*. Departement Pendidikan. Nasional: Jakarta.

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LESSON PLAN (Meeting 2)

School : SMP N 3 Mertoyudan
Subject : English
Class/ semester : VIII/ 1
Skill : Speaking
Topic : Admitting, denying facts and asking, giving Opinions
Alokasi Waktu : 2x40 menit.

Standard of Competence :

3. Expressing meanings of spoken short transactional and interpersonal conversations to interact with surroundings.

Basic Competence :

3.1. Expressing meanings of simple transactional conversations (to get things done) and interpersonal conversations using spoken languages which are accurate, fluent and acceptable to interact with surroundings to express admitting, denying facts and asking, giving opinions.

B. Objectives of the Study

1. Students are able to produce transactional and interpersonal conversations to express admitting, denying facts and asking, giving opinions using spoken language accurately, fluently and acceptably.
2. Students can use admitting, denying facts and asking, giving opinions appropriately and correctly.

B. Indicators

1. Students identify the use of admitting, denying facts and asking, giving opinions expressions.
2. Students mention some expressions of admitting, denying facts and asking, giving opinions.
3. Students pronounce the expressions using correct pronunciation, stress and intonations.
4. Students use the expressions of admitting, denying facts and asking, giving opinions correctly and grammatically.

C. Materials

Admitting Facts	Denying Facts	Giving Opinions	Asking Opinions
I admit it Yes, I did Alright, it's true	I didn't say that! Swear! I am not lying! It isn't dangerous animal!	In my opinion... The way I see it... If you want my honest opinion.... According to Lisa... As far as I'm concerned... If you ask me...	What's your idea? What are your thoughts on all of this? How do you feel about that? Do you have anything to say about this? What do you think? Do you agree?

D. Teaching Method

PPP (Presentation-Practice-Production)

E. Learning Activities

● Opening

- a. Teacher greets students and checks the students' attendance.
- b. Teacher tells the objectives of the study.

● Main Activities

1. Presentation

- a. Students answer questions given by the teacher related to expressions of admitting, denying facts and asking, giving opinions.
- b. Students read a dialogue and answer questions related to the dialogue.
- c. Students identify expressions found in the dialogue.
- d. Students study examples of expressions: admitting, denying facts and asking, giving opinions given by the teacher.

*Students work in groups and are always asked to discuss difficult words found with their friends.

2. Practice

- a. Students do an exercise by classifying expressions based on its category in groups.
- b. Students do an exercise by completing dialogues on comic strips using expressions of admitting, denying facts and asking, giving opinions and practice it in front of the class.
- c. Students do exercise by ordering jumble dialogues on the comic strips. Then they act out the comic strips in front of the class.

*Students work in groups and are always asked to discuss difficult words found with their friends.

3. Production

- a. Students work in groups to make a conversation using expressions of admitting, denying facts and asking, giving opinions and practice it in front of the class.

- Closing.

- a. Teacher asks the students' difficulties and reviews the materials.
- b. Teacher closes the meeting.

F.Assessment:

1. Indicator, technique, form, and example.

No	Indicator	Technique	Form	Example
1	Menggunakan ekspresi: admitting, denying facts and asking, giving opinions dengan benar.	Spoken Test	Performance	Complete the dialogues through the comic strips.

2. Instruments

- a. Work in pairs.

- b. Make conversations using expressions of admitting, denying facts and asking, giving opinions and practice in front of the class.

5. Assessment Rubric

(Adapted from Nation and Newton, 2009; Luoma, 2004; Brown, 2003; Brown, 2001)

Total score (mark) =

Fluency + Accuracy in grammar + Pronunciation + Vocabulary

Range	Fluency	Grammar	Pronunciation	Vocabulary
GOOD (5-4)	Speak in fast rate without a lot of hesitation	Errors in grammar are quite rare, use complex structure.	Errors in pronunciation are quite rare/ mostly correct pronunciation.	Use rich and proper words.
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POOR (1-0)	Speak in slow rate with a lot of hesitation	Errors in grammar are frequent, use incorrect structure.	Use incorrect pronunciation.	Use limited and unacceptable words.

G. Sources

Priyana, Jaka.et.al. 2008. SCAFFOLDING. *English for Junior. BSE*. Departement Pendidikan Nasional: Jakarta.

Wadirman, Artono.et.al. 2008. *English in Focus 2. For Grade VIII. Junior High School (SMP/MTS)*. Departement Pendidikan. Nasional: Jakarta.

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LESSON PLAN (Meeting 3)

School : SMP N 3 Mertoyudan
Subject : English
Class/ semester : VIII/ 1
Skill : Speaking
Topic : Inviting, accepting, refusing invitation and agreeing, disagreeing.
Alokasi Waktu : 2x40 menit.

Standard of Competence :

3. Expressing meanings of spoken short transactional and interpersonal conversations to interact with surroundings.

Basic Competence :

3.2. Understanding and responding meanings of simple transactional conversations (to get things done) and interpersonal conversations using spoken languages which are accurate, fluent and acceptable to interact with surroundings to express inviting, accepting, refusing invitation and agreeing, disagreeing.

C. Objectives of the Study

1. Students are able to produce transactional and interpersonal conversations to express inviting, accepting, refusing invitation and agreeing, disagreeing using spoken language accurately, fluently and acceptably.
2. Students can use inviting, accepting, refusing invitation and agreeing, disagreeing appropriately and correctly.

B. Indicators

1. Students identify the use of inviting, accepting, refusing invitation and agreeing, disagreeing expressions.
2. Students mention some expressions of inviting, accepting, refusing invitation and agreeing, disagreeing .
3. Students pronounce the expressions using correct pronunciation, stress and intonations.

4. Students use the expressions of inviting, accepting, refusing invitation and agreeing, disagreeing correctly and grammatically.

C. Materials

Agreeing	Disagreeing	Inviting	Accepting Invitation	Refusing Invitation
*I agree completely. *I think so. *That's just what I am thinking. *In my opinion, you are right. *I couldn't agree more. *You are right. *Exactly. *Sure.	*I'm sorry, but I have to disagree. *I couldn't agree less. *I couldn't disagree more. *I refuse to believe that *No, that's wrong. *I'm not sure I can agree. *I wonder if there is a mistake. *In my opinion, ... *Are you absolutely sure? *That's really surprises me. *I may be wrong, but ...	*Shall we ...? *Can you come to *Would you like to come? *I'd very much like you to come.	*Yes, certainly I will come. *Absolutely, count me in. *I would, very much. *Yes, I'd like nothing better. *Yes. Certainly. *Sure. (informal) *Okay. (informal) *I would love to. (formal)	*I'm terribly sorry. *I don't think I can. *I'm very sorry, I can't. *Thank you very much, but

D. Teaching Method

PPP (Presentation-Practice-Production)

E. Learning Activities

● Opening

- Teacher greets students and checks the students' attendance.
- Teacher tells the objectives of the study.

● Main Activities

1. Presentation.

- a. Students answer questions given by the teacher related to expressions of inviting, accepting, refusing invitation and agreeing, disagreeing.
- b. Students read a dialogue and act out the dialogues. Then, answer questions related to the dialogue.
- c. Students identify expressions found in the dialogue.
- d. Students study examples of expressions: inviting, accepting, refusing invitation and agreeing, disagreeing given by the teacher.

*Students work in pairs and are always asked to discuss difficult words found with their friends.

*Teacher always gives feedback to students' performance.

2. Practice

- a. Students do an exercise by completing dialogues on comic strips using expressions of inviting, accepting, refusing invitation and agreeing, disagreeing and practice it in front of the class.
- b. Students do an exercise by matching the best expressions. Then they act out the conversations in front of the class.
- c. Students do an exercise by construction dialogues based on the provided samples of situation. Then they act out the conversations in front of the class.

*Students work in pairs and are always asked to discuss difficult words found with their friends.

*Teacher always gives feedback to students' performance.

3. Production

- a. Students work in pairs to make a conversation using expressions of inviting, accepting, refusing invitation and agreeing, disagreeing and practice it in front of the class based on situations.

*Teacher always gives feedback to students' performance.

● Closing.

- a. Teacher asks the students' difficulties and reviews the materials.
- b. Teacher closes the meeting.

F. Assessment:

1. Indicator, technique, form, and example.

No	Indicator	Technique	Form	Example
1	Menggunakan ekspresi: <i>inviting, accepting, refusing invitation and agreeing, disagreeing</i> dengan benar.	Spoken Test	Performance	Complete the dialogues through the comic strips.

2. Instruments

- a. Work in pairs.
- b. Make conversations using expressions of : inviting, accepting, refusing invitation and agreeing, disagreeing and practice in front of the class.

6. Assessment Rubric

(Adapted from Nation and Newton, 2009; Luoma, 2004; Brown, 2003; Brown,2001)

Total score (mark) =

Fluency + Accuracy in grammar + Pronunciation + Vocabulary

Range	Fluency	Grammar	Pronunciation	Vocabulary
GOOD (5-4)	Speak in fast rate without a lot of hesitation	Errors in grammar are quite rare, use complex structure.	Errors in pronunciation are quite rare/ mostly correct pronunciation.	Use rich and proper words.
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POOR (1-0)	Speak in slow rate with a lot of hesitation	Errors in grammar are frequent, use incorrect structure.	Use incorrect pronunciation.	Use limited and unacceptable words.

G. Sources

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Wadirman, Artono.et.al. 2008. *English in Focus 2. For Grade VIII. Junior High School (SMP/MTS)*. Departement Pendidikan. Nasional:Jakarta.

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LESSON PLAN (Meeting 4)

School : SMP N 3 Mertoyudan
Subject : English
Class/ semester : VIII/ 1
Skill : Speaking
Topic : Complimenting and congratulating
Alokasi Waktu : 2x40 menit.

Standard of Competence :

3. Expressing meanings of spoken short transactional and interpersonal conversations to interact with surroundings.

Basic Competence :

3.2. Understanding and responding meanings of simple transactional conversations (to get things done) and interpersonal conversations using spoken languages which are accurate, fluent and acceptable to interact with surroundings to express complimenting and congratulating.

D. Objectives of the Study

1. Students are able to produce transactional and interpersonal conversations to express complimenting and congratulating using spoken language accurately, fluently and acceptably.
2. Students can use complimenting and congratulating appropriately and correctly.

B. Indicators

1. Students identify the use of complimenting and congratulating expressions.
2. Students mention some expressions of complimenting and congratulating.
3. Students pronounce the expressions using correct pronunciation, stress and intonations.
4. Students use the expressions of complimenting and congratulating correctly and grammatically.

C. Materials

Complimenting	Congratulating
That's a nice (appearance)	Congratulations.
You're looking good. (appearance)	Well done
Wow. You're very clever.	Fantastic
I would like compliment you on ...	I'd be the first to congratulate you on...
I think your is very nice.	I'd like to congratulate you on ...
I just love your	Please accept my warmest
The is very delicious.	Congratulations.
I really like your	May I congratulate you on ...
You look fabulous!	I must congratulate you.
Fantastic!/Marvelous!	It was great to hear about ...
That's nice.	Congratulations on ...
That's not bad.	Nice done, congratulations!
Perfect!	Good.
Pretty good.	

D. Teaching Method

PPP (Presentation-Practice-Production)

E. Learning Activities

● Opening

- Teacher greets students and checks the students' attendance.
- Teacher tells the objectives of the study.

● Main Activities

1. Presentation.

- Students answer questions given by the teacher related to expressions of complimenting and congratulating.
- Students read a dialogue and act out the dialogues. Then, answer questions related to the dialogue.
- Students identify expressions found in the dialogue.
- Students study examples of expressions: complimenting and congratulating given by the teacher.

*Students work in pairs and are always asked to discuss difficult words found with their friends.

*Teacher always gives feedback to students' performance.

2. Practice

- Students do an exercise by completing dialogues on comic strips using expressions of complimenting and congratulating and practice it in front of the class.
- Students do an exercise by matching the best expressions. Then they act out the conversations in front of the class.
- Students do an exercise by construction dialogues based on the provided samples of situation. Then they act out the conversations in front of the class.

*Students work in pairs and are always asked to discuss difficult words found with their friends.

*Teacher always gives feedback to students' performance.

3. Production

- Students work in pairs to make a conversation using expressions of complimenting and congratulating and practice it in front of the class based on situations.

*Teacher always gives feedback to students' performance.

● Closing.

- Teacher asks the students' difficulties and reviews the materials.
- Teacher closes the meeting.

F. Assessment:

1. Indicator, technique, form, and example.

No	Indicator	Technique	Form	Example
1	Menggunakan ekspresi: complimenting and congratulating dengan benar.	Spoken Test	Performance	Complete the dialogues through the comic strips.

2. Instruments

- a. Work in pairs.
- b. Make conversations using expressions of : complimenting and congratulating and practice in front of the class.

3. Assessment Rubric

(Adapted from Nation and Newton, 2009; Luoma, 2004; Brown, 2003; Brown,2001)

Total score (mark) =

Fluency + Accuracy in grammar + Pronunciation + Vocabulary

Range	Fluency	Grammar	Pronunciation	Vocabulary
GOOD (5-4)	Speak in fast rate without a lot of hesitation	Errors in grammar are quite rare, use complex structure.	Errors in pronunciation are quite rare/ mostly correct pronunciation.	Use rich and proper words.
FAIR (3-2)	Speak in acceptable rate with rare hesitation	Errors in grammar are quite rare, use simple structure.	Errors in pronunciation are frequent/ partially correct pronunciation.	Use standard and proper words.
POOR (1-0)	Speak in slow rate with a lot of hesitation	Errors in grammar are frequent, use incorrect structure.	Use incorrect pronunciation.	Use limited and unacceptable words.

G. Sources

Priyana, Jaka.et.al. 2008. SCAFFOLDING. *English for Junior. BSE*. Departement Pendidikan Nasional: Jakarta.

Wadirman, Artono.et.al. 2008. *English in Focus 2. For Grade VIII. Junior High School (SMP/MTS)*. Departement Pendidikan. Nasional: Jakarta.

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APPENDIX F

COMIC STRIPS

MEETING 1
MATERIAL OF EXPRESSIONS
(Offering, Refusing, Asking for Help and Things)

Activity 1. Discuss these questions with your friends orally.

1. Do you always have all things you need?
2. What will you do if you want to ask for things to anyone?
3. What do you do if you cannot do something by your self?

Activity 2. Read the following dialogues and answer the questions below based on the information of the text. Do with your friends.

Donny's pen is running out of ink. He borrows a pen from Tania.

Donny : Hey, Tania, do you have another pen you don't use right now? My pen is running out of ink.

Tania : Umm...I think I have got one spare pen.

Donny : Can I borrow it for a while?

Tania : Sure..Here you are. You can use my pen.

Donny : Thanks Tania. It would be helpful.

Tania : Yeah..Anyway.. I cannot come to Mrs. Indah's class because my family and I are going to visit my grandfather.

Donny : Oh really? Do you need my help with the permission letter?

Tania : No Thanks. My father will give it to her by himself tomorrow.

Donny : That would be better...

1. Where do you think the dialog took place?
2. What does Donny say to borrow the pen?
3. What does Tania say to lend the pen?
4. What happens to Tania?
5. What does Donny say to offer a help?
6. What does Tania answer Donny's offer?

Activity 3. Study these expressions below and discuss the difficult words with your friends.

Asking for Things	Offering Things	Refusing Things	Accepting Things
1. Could you get me (a cup of coffee)?	1. You can use my pen..	1. Thank you for your offer, but I don't want to	1. Yes..Thanks
2. May I try it on?	2. Do you need to borrow my book?	2. No, thanks	2. Sure..
3. May I have one?	3. You may try....		3. Certainly..
4. It is OK if I have a bite..?	4. It is OK to use my phone..		4. Thank you
5. Can I have a bite..?			

Asking for Help	Offering help	Refusing Help	Accepting Help
1. Could you help me to..?	1. What can I do for you?	1. Thank you for your help, but I don't want to	1. Yes..Thanks
2. Can you help me please..?	2. Let me help you..	2. No, thanks	2. Sure..
3. Please help me to..	3. Do you need any help?	3. No need to bother, thanks	3. Certainly..
4. Can I have your favour?	4. Do you need my favour?	4. Thanks...but I can do by myself.	4. Thank you for your help
	5. Can I help you?		

Activity 4. Complete the blanks with the appropriate expressions below.

Asking Help	..... ..... .....	Asking Things	...............
Offering Help	..... ..... .....	Offering Things	...............
Refusing Help	..... ..... .....	Refusing Things	...............
Accepting Help	..... ..... .....	Accepting Things	...............

- May I borrow your eraser..?
- Oh thanks, it is ok for me to do by my self.
- Oh, thanks but I bring my own dictionary.
- Thanks for the hat.
- What can I do for you to finish this job?
- I cannot go to the post office. Can you help me to post this letter?
- Yes, please.. your help will be helpful for me.
- My suitcase is not used now. You can take it.

Activity 5. Complete the blanks of the comic strips with the best expression. Do with your friends.

1.

Ardi, I don't have any costume to attend the jungle party.



Oh.. I will wear the rabbit costume, actually I still have 2 other costumes monkey and bear.

1.....
.....
.....



Thanks Ardi



Of course you can wear it. It fits to your body.

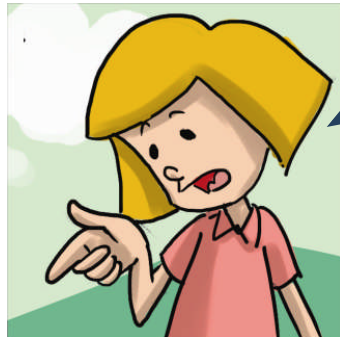
2.....
.....

2.

You can take it. But you have to be carefull. They are full of thorns.

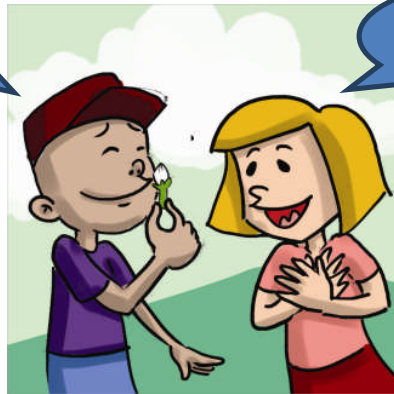


What a beautiful rose! I really want to have one of them.



1.....
.....
.....

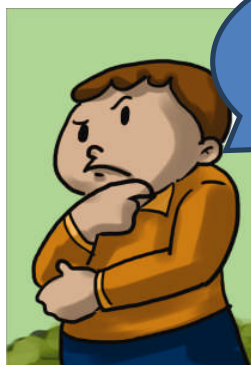
2.....
.....
It is for you, Lian.



Thanks a lot.

Activity 6. Arrange these jumble comic strips into a good dialogue. Then underline expressions you have learnt.

1.



Emm...That is a good Idea.
But I don't have the tickets.
Do you have any tickets?
Can I have yours?

2



Hi Rico..You look busy thinking of something serious.

3.



Don't worry Rico..I have a good idea. You can invite your sister to see the peacock show..You know...She loves peacock so much

4.



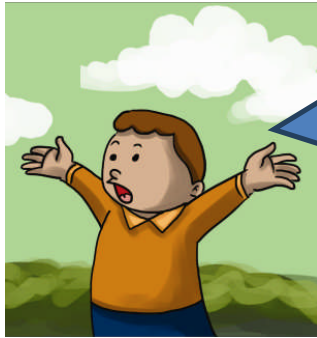
Here are the tickets.. You can take my tickets.

Oh Thanks, but I don't need to bother you. It is better to buy her a turkey. She does love it too.



5

6.



Hi Tony..I don't know what to do. I think I need your favour to make a surprise for my sister's birthday.

Activity 8. Make conversations using expressions of offering, refusing, asking for help and things. Role play your conversations with your friends.



Meeting 2
MATERIAL OF EXPRESSIONS
(Admitting, Denying Facts and Giving, Asking Opinions)

Activity 1. Discuss these questions with friends.

1. What do you do if you want to support or admit a fact?
2. If you deny the fact, what will you say?
3. Have you ever asked your friend's opinions to help you deciding something?
4. Do you always give opinion to other people if her or his asked?

Activity 2. Read the following dialogues and answer the questions below based on the information of the text. Do with your friends.

Dialogue A.

Jean and Paul are going to stay at a hotel.

- Jean : Paul..Do you think that we need to prepare our stuffs to stay at the hotel tonight?
 Paul : I think yes we need to prepare them.
 Jean : Now, I suppose we need to take some bathroom towels with us.
 Paul : Oh, I don't think we need to. The hotel should provide those.
 Jean : Oh, all right. But what about towels for the beach? Do you think we should take any?
 Paul : Well, maybe a beach towel would be a good idea.
 Jean : Right. I'll pack two then.
 Paul : I think we should take some shampoo.
 Jean : Yes, OK. And what about soap?
 Paul : No, the hotel should provide it.

Dialogue B.

Rian forgets to water the plants. His father is angry seeing the plants dead.

- Father : Rian, the plants are dead . I've told you to water them. Did you water them yesterday?
 Rian : Ummm.... Yes, I did.
 Father : But, why are the plants dead now? Don't lie to me.
 Rian : I don't lie, Dad.
 Father : Lying is a bad habit, isn't it? Now tell me. Did you water the plants yesterday?
 Rian : Actually.... I forgot, Dad.
 Father : So you didn't water the plants
 Rian : No, I didn't. I'm sorry. I promise I won't forget next time.
 Father : Promise me you won't lie next time.
 Rian : I promise.

1. Where do you think the dialogue A and B took place?
2. From the dialogue A, what does Jean say to ask opinions to Paul?
3. From the dialogue A, what does Paul to say to give opinions to Jean?

4. From the dialogue B, what happens to Rian?
5. From the dialogue B, what does Rian say to deny his mistake?
6. From the dialogue B, does Rian admit his mistake? How does he admit it?

Activity 3. Study these expressions below and discuss the difficult words with your friends.

Admitting Facts	Denying Facts	Giving Opinions	Asking Opinions
I admit it Yes, I did Alright, it's true	I didn't say that! Swear! I am not lying! It isn't dangerous animal!	In my opinion... The way I see it... If you want my honest opinion.... According to Lisa... As far as I'm concerned... If you ask me...	What's your idea? What are your thoughts on all of this? How do you feel about that? Do you have anything to say about this? What do you think? Do you agree?

Activity 4. Complete the blanks on each column with the appropriate expressions.

Admitting Facts	Denying Facts	Giving Opinions	Asking Opinions

1. What about having vacation to Parangtritis beach?
2. Honestly, it is better to ask your mother's permission before going out.
3. That the police do not arrest the thief is not true.

4. Indeed, it's tottally true.
5. Do you think that this dress fits to me?
6. I think the red one is more appropriate than the blue one.
7. I negate your statement,because I know the truth.
8. I confess that I get a new job.

Activity 5. Complete the blanks of the comic strips with the best expression. Do with your friends.

1.



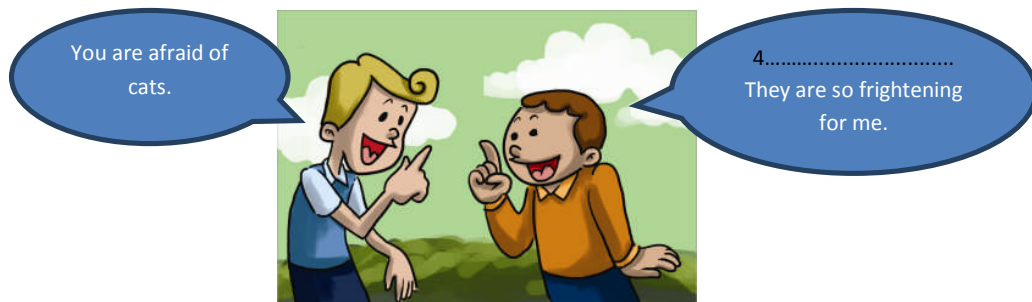
2.



3.



4.

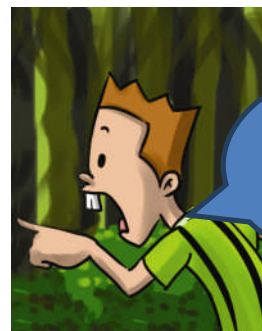


Activity7. Arrange these jumble comic strips into a good dialogue. Then underline expressions you have learnt.

1.



3



2



4



5.



Activity 8. Make conversations using expressions of Admitting, Denying Facts and Giving, Asking Opinions. Role play your conversations with your friends.



MEETING 3
MATERIAL OF EXPRESSIONS
(Inviting, Accepting, Refusing Invitation and Agreeing and Disagreeing)

Activity 1. Discuss these questions with friends.

1. What will you say if you want to invite your friend to your house?
2. If your friends accept your invitation, what will they say?
3. If your friends refuse your invitation, what will they say?
4. How do you show your agreements related to your friend's opinions?
5. What will you say if you disagree related to your friend's opinions?

Activity 2. In pairs, study the comic strips below then practice with your partner.

Comic Strips 1

1. Fishing is a boring activity, Mirza.



2. I don't think so, Butet. It is boring if you don't know the secret.

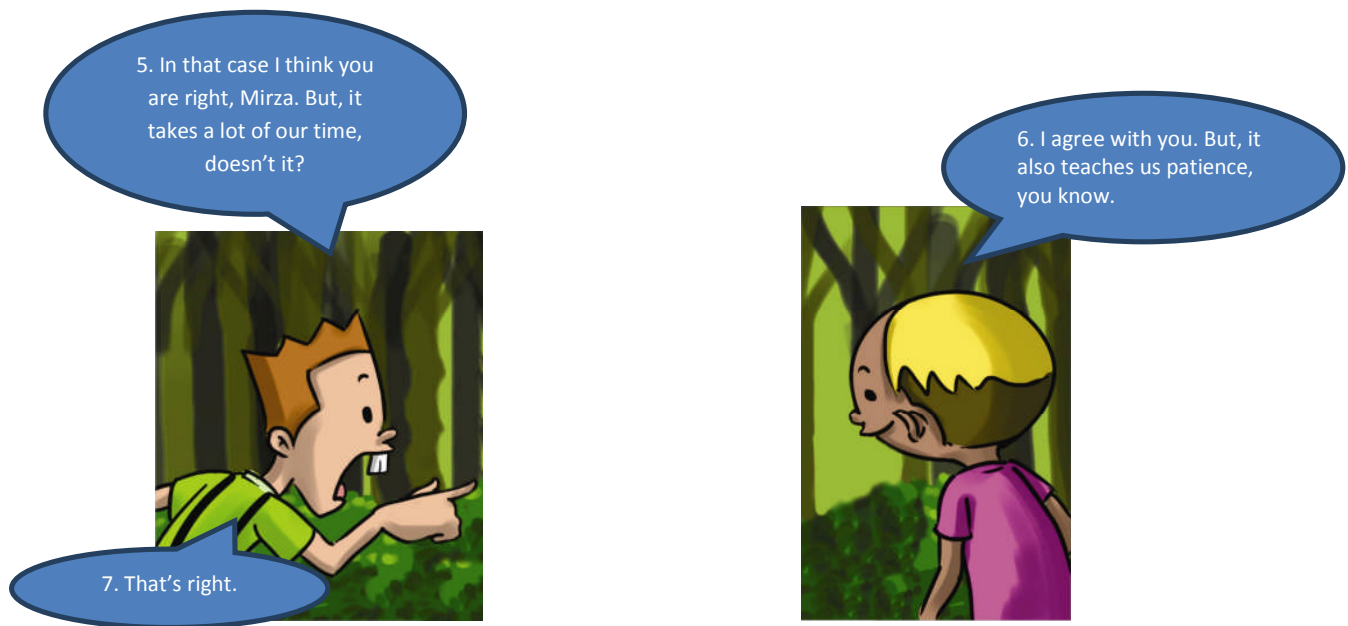


3. What do you mean, Mirza?



4. For me, it's so much interesting. Just enjoy the calm situation and the surrounding scenery.

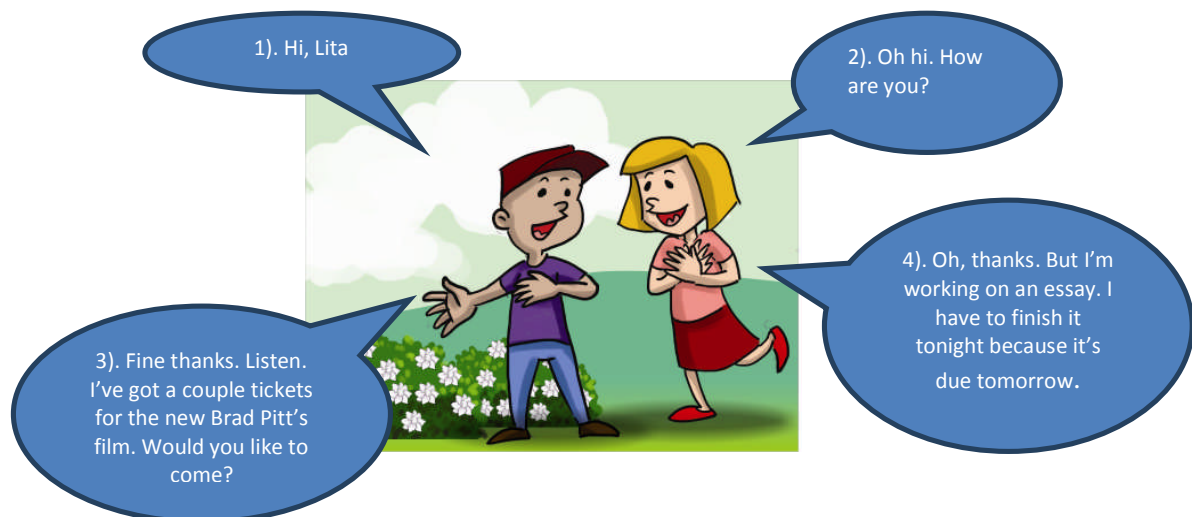




With a partner, now answer the following questions:

1. What are Butet and Mirza talking about?
2. Does Mirza like fishing?
3. In Mirza's opinion, why does Butet think that fishing is boring?
4. What does Mirza think about fishing?
5. How does Butet show an agreement with Mirza about fishing?

Comic Strips 2





With a partner, now answer the following questions:

1. Who are the speakers in the conversation above? Do they know each other?
3. What phrase does the boy use to invite the girl?
4. Where does the boy invite her to go?
5. What does the girl answer?
6. Does Andre invite Lita to come to his house?
7. Will Lita come to Andre's house?

Activity 3. In pairs, identify the expressions of showing agreement and disagreement, inviting, accepting and refusing invitations from the dialogue between Lita and Andre. Then write down the expressions in the table below.

Types of Expression	Expressions in the Conversation
Agreeing	
Disagreeing	
Inviting	

Accepting Invitation	
Refusing Invitation	

Activity 4. In pairs, study the expressions below and discuss the difficult words found.

Agreeing	Disagreeing	Inviting	Accepting Invitation	Refusing Invitation
I agree completely. I think so. That's just what I am thinking. In my opinion, you are right. I couldn't agree more. You are right. Exactly. Sure.	I'm sorry, but I have to disagree. I couldn't agree less. I couldn't disagree more. I refuse to believe that No, that's wrong. I'm not sure I can agree. I wonder if there is a mistake. In my opinion, ... Are you absolutely sure? That's really surprises me. I may be wrong, but ...	<ul style="list-style-type: none"> • Shall we ...? • Can you come to • Would you like to come? • I'd very much like you to come. 	Yes, certainly I will come. <ul style="list-style-type: none"> • Absolutely, count me in. • I would, very much. • Yes, I'd like nothing better. Yes. Certainly. Sure. (informal) Okay. (informal) I would love to. (formal)	<ul style="list-style-type: none"> • I'm terribly sorry. I don't think I can. • I'm very sorry, I can't. • Thank you very much, but

Activity 5. In pairs fill in the blanks with the best expression.

Comic Strips 1

Reza and Toni are walking home from school. They are talking about a party at Reza's house tonight.





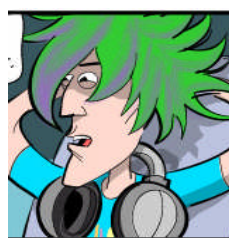
Comic Strips 2

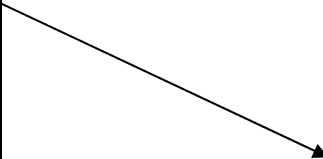
Budi and all his classmates are going to Dufan. Budi is chatting with his best friend, Dani.





Activity 6. Work in pairs. Match the words on the right with the ones on the left by drawing lines. Then act it out.



Visiting beaches is so awesome		I am afraid I can't, I am going to go out tonight.
Let's have a lunch after class		I totally agree, I don't like counting
Would you like to come to my birthday party tonight?		I don't think so, climbing is more enjoyable
Harry Potter is a very good movie		I'd love it, I am so hungry

Mathematics is so difficult		Ohh..I think it's too irrational
-----------------------------	--	----------------------------------

Activity 7. In pairs, create the dialogues with your own words. Here is the situations for the dialogues.

1. Roleplay a conversation. Andi and Boni are good friends from the same school. Andi meets Boni and begins to talk with him.

ANDI



BONI



[invites to watch
movie at home]



[refuses invitation;
tells that watching
movie is boring]



[disagrees, because
the action movie is
attractive]



[invites to go to
library tomorrow.]



[accepts the
invitation, says good
bye]



[answers leave-
taking]



Activity 8. Choose one of each situation A and B. Make conversations using the expressions based on the situation. Role play with your partner.

Condition A

1. Your friend asks you to go with him/her to the mall. You have to take care of your baby brother because your parents are not home.
2. You call your friend and ask her/him to go with you to see a new movie. She/he can go with you

Condition B

1. Your friend gives her/his opinion related to the most wonderful tourism object. You disagree with her/his opinion and tell your reasons.
2. You give an opinion related to the difficulty of English Subject. Your friend agrees with you and tell her/his reasons.

Meeting 4
MATERIAL OF EXPRESSIONS
(Complimenting and Congratulating)

Activity 1. Discuss these questions with your friends.



- (1) What kind of party is it?
- (2) What do the friends say to the man?

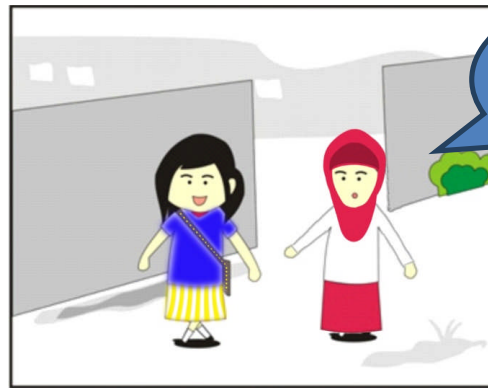


- (1) What do you call it?
- (2) What do you think about it?

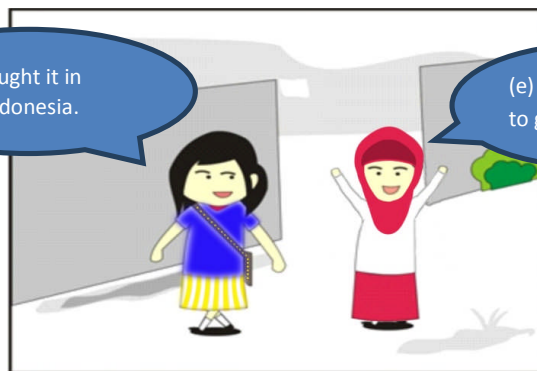
Activity 2. Study the Comic Strips below. In pairs, read them aloud. Take turns.

Comic Strips 1





(c) Where did you buy it? I have been looking for such bag for a long time.



(d) I bought it in Plaza Indonesia.

(e) OK, I will try to get it there.

With a partner, answer the following questions:

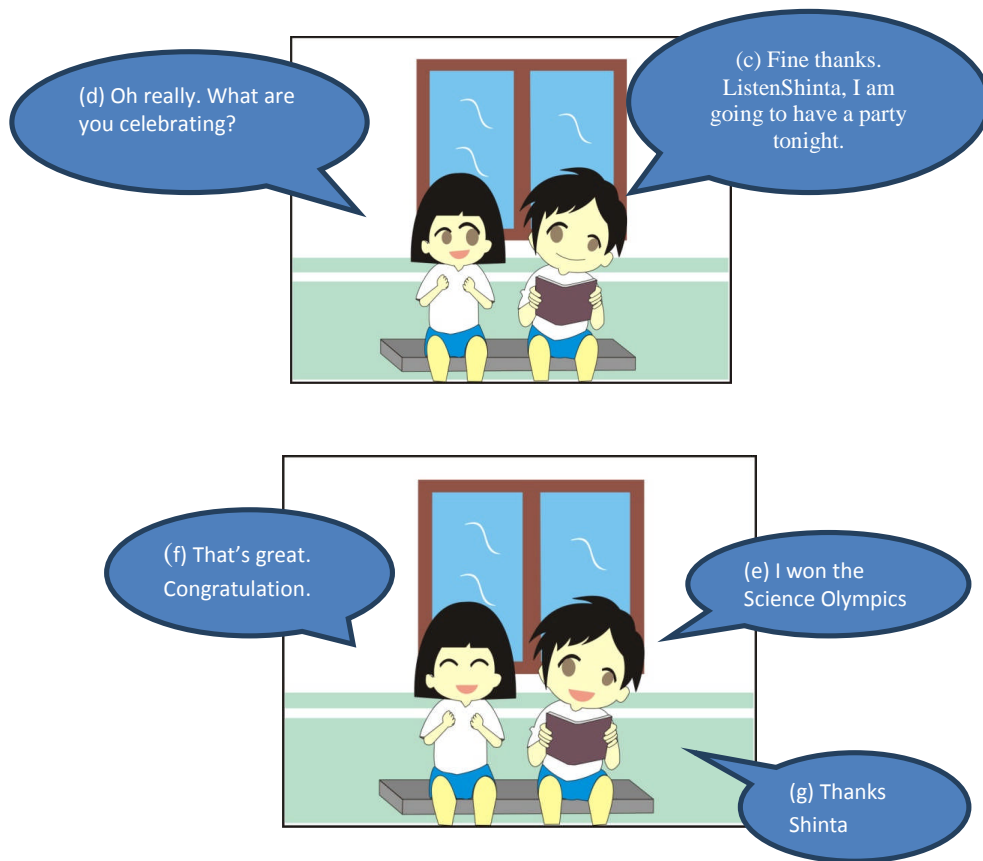
1. Do they know each other?
2. Is Anna amazed to the bag?
3. How does Susi compliment the Anne's bag?

Comic Strips 2



(b) Oh hai Doni. How are you?

(a) Hi Shinta.



With a partner, answer the following questions:

1. Who are the speakers in the conversation above? Do they know each other?
2. Who won the science Olympics?
3. What does the girl say about the boy's success?

Activity 3. In pairs, identify the expressions of showing complimenting and congratulating in the conversation above. Then write down the expressions on the table below.

Types of Expression	Expressions in the Conversation
Complimenting	

Congratulating	
----------------	--

Activity 4. Study the expressions below and discuss the difficult words with your partner.

Complimenting	Congratulating
<p>That's a nice (appearance)</p> <ul style="list-style-type: none"> • You're looking good. (appearance) • Wow. You're very clever. <p>I would like compliment you on ...</p> <p>I think your is very nice.</p> <p>I just love your</p> <p>The is very delicious.</p> <p>I really like your</p> <p>You look fabulous!</p> <p>Fantastic!/Marvelous!</p> <p>That's nice.</p> <p>That's not bad.</p> <p>Perfect!</p> <p>Pretty good.</p>	<p>Congratulations.</p> <ul style="list-style-type: none"> • Well done • Fantastic <p>I'd be the first to congratulate you on...</p> <p>I'd like to congratulate you on ...</p> <p>Please accept my warmest congratulations...</p> <p>May I congratulate you on ...</p> <p>I must congratulate you.</p> <p>It was great to hear about ...</p> <p>Congratulations on ...</p> <p>Nice done, congratulations!</p> <p>Good.</p>

Activity 5. In pairs fill in the blanks with the best expression of complimenting or congratulating.

Comic Strips

1.



2.



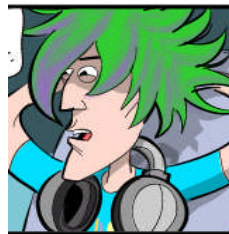
3



4.



Activity 6. Work in pairs. Match the words on the right with the ones on the left by drawing lines. Then act it out.



I won the English debate competition.		Wow..I really like it.
My manager promotes me as his assistant.		Congratulations. Your English is excellent.
This is my new jacket, does it fit to me?		Congratulations on your success.
What about my new hair style?		Good job.
Our team became the winner.		You look fabulous wearing it.

Activity 7. In pairs, create the dialogues with your own words. Here is situation for the dialogues.

1. Jony and Steve are good friends from the same school. Jony meets Steve and begins to talk with him.

Jony



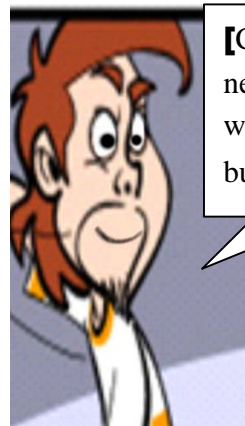
Steve



【Shows his new bag given by his Mum.】



【Compliment the new bag and asks why Jony's mother buy him new bag.】

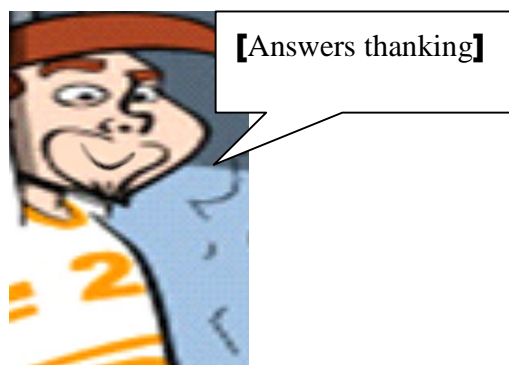


【Thanks and tells that He got the first rank in his class.】



【Congratulates Jony on his success】





Activity 8. Choose one from each situation A and B. Make conversations using the expressions based on the situation. Role play with your partner.

Condition A

1. You are sitting next to a young man on a bus. He compliments your T-shirt.
2. You have just eaten dinner at your friend's house. You really liked the meal. Compliment him/her for it.
3. Your friend is taking you around his/her house. You see an interesting painting in the family room. Your friend made the painting himself/herself. Compliment him/her for it.

Condition B

1. Your cousin tells you that she was awarded the first prize in the English competition in her school. Congratulate her.
2. You tell your best friend that your English poem is published in the newspaper. He/She congratulates you.
3. Your friend has just won the provincial debate contest. Congratulate him/her.

APPENDIX G

STUDENTS'

SCORE

CYCLE 1

NO	NAME	ASPECT				Total Mark
		Fluency	Grammar	Pronunciation	Vocabulary	
1	ADITIA SANDY F	5	5	4	5	19
2	AGUS SUPIYONO	3	2	3	2	10
3	AHMAD FIKY AFANDI	3	3	3	4	13
4	AHMAD NURALFIN	5	3	4	5	17
5	AHMAD ZAKI FUADI	3	3	4	3	13
6	ARYA DIMAS DARMA	5	5	4	5	19
7	BAGUS PANGESTU	2	2	3	3	10
8	BAKUH AJI P	5	5	4	4	18
9	DHINI NUR ROHMAH	4	3	2	4	13
10	DIAN AYU FANISA	4	3	3	4	14
11	VIOLITA	4	3	3	3	13
12	IDI BAGUS NUR P	3	3	3	2	11
13	KHOIRUL IKSAN	3	3	2	3	11
14	LIA SAFIRA	3	2	3	3	11
15	LILIS ISTIQOMAH	3	2	3	3	11
16	MOHAMMAD RIFA'I	3	2	3	2	10
17	MUHAMMAD CHOIRU	4	3	3	4	14
18	MUHAMMAD FAIQ	2	2	3	3	10
19	MUHAMMAD RIZQI N	2	2	3	3	10
20	MUKHLISUN	4	4	3	4	15
21	NIKEN PUTRI DWI U	2	2	3	2	9
22	NUR ISNAINI	3	3	2	4	12
23	PUJI LESTARI	2	2	3	2	9
24	RAHMAT RAMA	4	4	4	4	16
25	RISKA YULI YANTI	3	2	3	2	10
26	SISKA AYU LISTI	5	5	5	4	19
27	SUCIPTO BUDI W	4	3	4	4	15
28	YUNITA APRILIA	4	3	3	4	14
29	WIWID NURYANINDA	4	3	3	4	14
MEAN						

The highest score : 19

The lowest score : 9

CYCLE 2

NO	NAME	ASPECT				Total Mark
		Fluency	Grammar	Pronunciation	Vocabulary	
1	ADITIA SANDY FIRNANDA	4	5	5	5	19
2	AGUS SUPIYONO	3	3	3	3	12
3	AHMAD FIKY AFANDI	4	4	4	5	17
4	AHMAD NURALFIN	5	4	4	5	18
5	AHMAD ZAKI FUADI	4	4	4	4	16
6	ARYA DIMAS DARMA	5	4	5	5	19
7	BAGUS PANGESTU	4	3	4	5	16
8	BAKUH AJI P	4	4	5	5	18
9	DHINI NUR ROHMAH	4	4	4	4	16
10	DIAN AYU FANISA	5	4	5	4	18
11	VIOLITA	4	5	5	5	19
12	IDI BAGUS NUR P	3	3	4	3	12
13	KHOIRUL IKSAN	4	5	4	5	18
14	LIA SAFIRA	5	5	5	5	20
15	LILIS ISTIQOMAH	5	5	5	4	19
16	MOHAMMAD RIFA'I	3	3	3	2	11
17	MUHAMMAD CHOIRU	4	4	4	4	16
18	MUHAMMAD FAIQ	4	4	4	4	16
19	MUHAMMAD RIZQI N	4	3	3	3	13
20	MUKHLISUN	3	4	3	3	13
21	NIKEN PUTRI DWI U	3	2	3	2	10
22	NUR ISNAINI	4	4	4	5	15
23	PUJI LESTARI	3	4	4	3	14
24	RAHMAT RAMA	4	5	4	4	17
25	RISKA YULI YANTI	4	4	4	4	16
26	SISKA AYU LISTI	5	5	5	4	19
27	SUCIPTI BUDI W	5	4	4	5	18
28	YUNITA APRILIA	4	4	4	4	16
29	WIWID NURYANINDA	5	4	4	5	18
MEAN						

The highest score : 20

The lowest score : 10

APPENDIX H

SPEAKING

RUBRIC

Assessment Parameter for Speaking Skill

Scoring Scale

No	Range	Fluency	Grammar	Pronunciation	Vocabulary
1	GOOD (5-4)	Speak in fast rate without a lot of hesitation	Errors in grammar are quite rare, use complex structure.	Errors in pronunciation are quite rare/ mostly correct pronunciation.	Use rich and proper words.
2	FAIR (3-2)	Speak in acceptable rate with rare hesitation	Errors in grammar are quite rare, use simple structure.	Errors in pronunciation are frequent/ partially correct pronunciation.	Use standard and proper words.
3	POOR (1-0)	Speak in slow rate with a lot of hesitation	Errors in grammar are frequent, use incorrect structure.	Use incorrect pronunciation.	Use limited and unacceptable words.

(Adapted from Nation and Newton, 2009; Luoma, 2004; Brown, 2003; Brown, 2001)

Total score (mark) = Fluency + Accuracy in grammar + Pronunciation + Vocabulary

APPENDIX I

ATTENDANCE

LIST

DAFTAR KEHADIRAN SISWA
KELAS VIIID SMP N 3 MERTOYUDAN
SEMESTER I / TAHUN AJARAN 2013/2014

NO	NAME	PERTEMUAN			
		Cycle I		Cycle II	
		I	II	I	II
1	ADITIA SANDY FIRNANDA	✓	✓	✓	✓
2	AGUS SUPIYONO	✓	✓	✓	✓
3	AHMAD FIKY AFANDI	✓	✓	✓	✓
4	AHMAD NURALFIN	✓	✓	✓	✓
5	AHMAD ZAKI FUADI	✓	✓	✓	✓
6	ARYA DIMAS DARMA W	✓	✓	✓	✓
7	BAGUS PANGESTU	✓	✓	✓	✓
8	BAKUH AJI PANGESTU	✓	✓	✓	✓
9	DHINI NUR ROHMAH	✓	✓	✓	✓
10	DIAN AYU FANISA	✓	✓	✓	✓
11	VIOLITA	✓	✓	✓	✓
12	IDI BAGUS NUR PANGESTU	✓	✓	✓	✓
13	KHOIRUL IKSAN	✓	✓	✓	✓
14	LIA SAFIRA	✓	✓	✓	✓
15	LILIS ISTIQOMAH	✓	✓	✓	✓
16	MOHAMMAD RIFA'I	✓	✓	✓	✓
17	MUHAMMAD CHOIRUL I	✓	✓	✓	✓
18	MUHAMMAD FAIQ	✓	✓	✓	✓
19	MUHAMMAD RIZQI N	✓	✓	✓	✓
20	MUKHLISUN	✓	✓	✓	✓
21	NIKEN PUTRI DWI UTAMI	✓	✓	✓	✓
22	NUR ISNAINI	✓	✓	✓	✓
23	PUJI LESTARI	✓	✓	✓	✓
24	RAHMAT RAMADHANI	✓	✓	✓	✓
25	RISKA YULI YANTI	✓	✓	✓	✓
26	SISKA AYU LISTIYANDA	✓	✓	✓	✓
27	SUCIPTI BUDI WIBOWO	✓	✓	✓	✓
28	YUNITA APRILIA	✓	✓	✓	✓
29	WIWID NURYANINDA	✓	✓	✓	✓

APPENDIX J

PHOTOGRAPHS



1. The teacher was explanation the lesson



2. The students were enthusiastically to do the exercise



3. The students was doing a group tasks



4. The teacher guided the students



5. The students were enthusiastically using comic strips to do the exercise



6. The students were enthusiastically to answer the questions



7. The researcher was giving example pronouncing difficult words

APPENDIX K

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 0644c/UN.34.12/DT/VII/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

10 Juli 2013

Kepada Yth.
Kepala SMP N 3 Mertoyudan

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

***IMPROVING THE SPEAKING SKILLS THROUGH COMIC STRIPS OF THE VIII GRADE STUDENTS OF
SMP N 3 MERTOYUDAN IN ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : CHRISTINA BERLIAN FEBRIANTI
NIM : 07202244027
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Juli – September 2013
Lokasi Penelitian : SMP N 3 Mertoyudan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001



PEMERINTAH KABUPATEN MAGELANG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP NEGERI 3 MERTOYUDAN

Alamat : Jl. Letnan Tukiyat Km 04 Citran, Donorojo, Mertoyudan Telp (0293) 788551

SURAT KETERANGAN
Nomor : 420/313 /20.24.SMP/2013

Yang bertanda tangan dibawah ini :

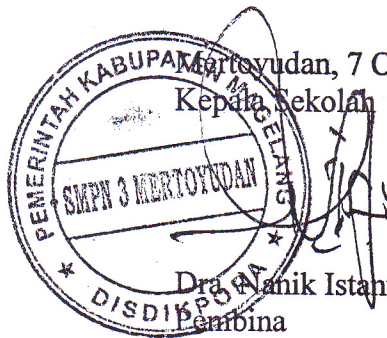
Nama : Dra. Nanik Istantri Nugrahantini,M.Pd
NIP : 19630515 198803 2 005
Pangkat/Gol Ruang : Pembina , IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 3 Mertoyudan Kabupaten Magelang

Dengan ini menerangkan dengan sesungguhnya bahwa :

Nama : Christina berlian Febrianti
NIM : 07202244027
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Minat utama : -
Judul Tesis : **Improving The Speaking Skilis Through Comic Strips Of The
VIII Grade Student Of SMP N 3 Mertoyudan In Academic
Year Of 2013/204**

Yang bersangkutan benar-benar telah melakukan Penelitian di SMP Negeri 3 Mertoyudan pada bulan Juli sampai dengan September 2013 dengan judul Improving The Speaking Skilis Through Comic Strips Of The VIII Grade Student Of SMP N 3 Mertoyudan In Academic Year Of 2013/204

Demikian surat keterangan kami buat agar dapat dipergunakan sebagaimana mestinya



Mertoyudan, 7 Oktober 2013

Kepala Sekolah

Dra. Nanik Istantri Nugrahantini,M.pd

Pembina

NIP 19630515 198803 2 005